



Warehouse Worker & Material Handler Curriculum

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Introduction

As part of our 2020/2021 business plan, [Community Literacy of Ontario](#) partnered with the Tri-County Literacy Council (TCLC) to research, write and adapt the *Warehouse Worker and Material Handler*.

Curricula for adults enrolled in Ontario's Literacy and Basic Skills agencies are always in high demand, and the staff at [Tri-County Literacy Council](#) have extensive experience in curriculum development and delivery.

We are honoured to have worked TCLC on this important initiative. Thank you for your hard work and dedication!

The *Warehouse Worker and Material Handler Curriculum* is now freely available on CLO's website at: www.communityliteracyofontario.ca/resources/publications/#Curriculum

CLO and the Tri-County Literacy Council are very excited to have this opportunity to support adult learners and LBS programs! We sincerely hope that this curriculum is helpful to you in the important work you do.



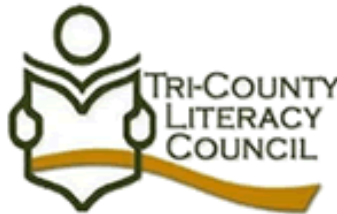
About Community Literacy of Ontario

Community Literacy of Ontario (CLO) is a provincial network of community-based Literacy and Basic Skills (LBS) agencies. We are located in Barrie, Ontario. You can learn more about our organization and access our amazing resources by visiting our [website](#) and following us on [Facebook](#) and [Twitter](#).



About the Tri-County Literacy Council

[Tri-County Literacy Council](#) is a community-based, non-profit organization, mandated to enrich their community by addressing literacy needs. The agency has over 30 years of experience serving clients including those “hard-to-serve” clients, such as persons with mental health issues, learning disabilities, and persons under-skilled and unable to obtain/maintain employment. As well as its expertise in training, the agency has taken a leadership role in several projects. Some of these include the Labour Adjustment Initiative, Provincial Curriculum Development, and the design of curriculum for seniors across Canada.

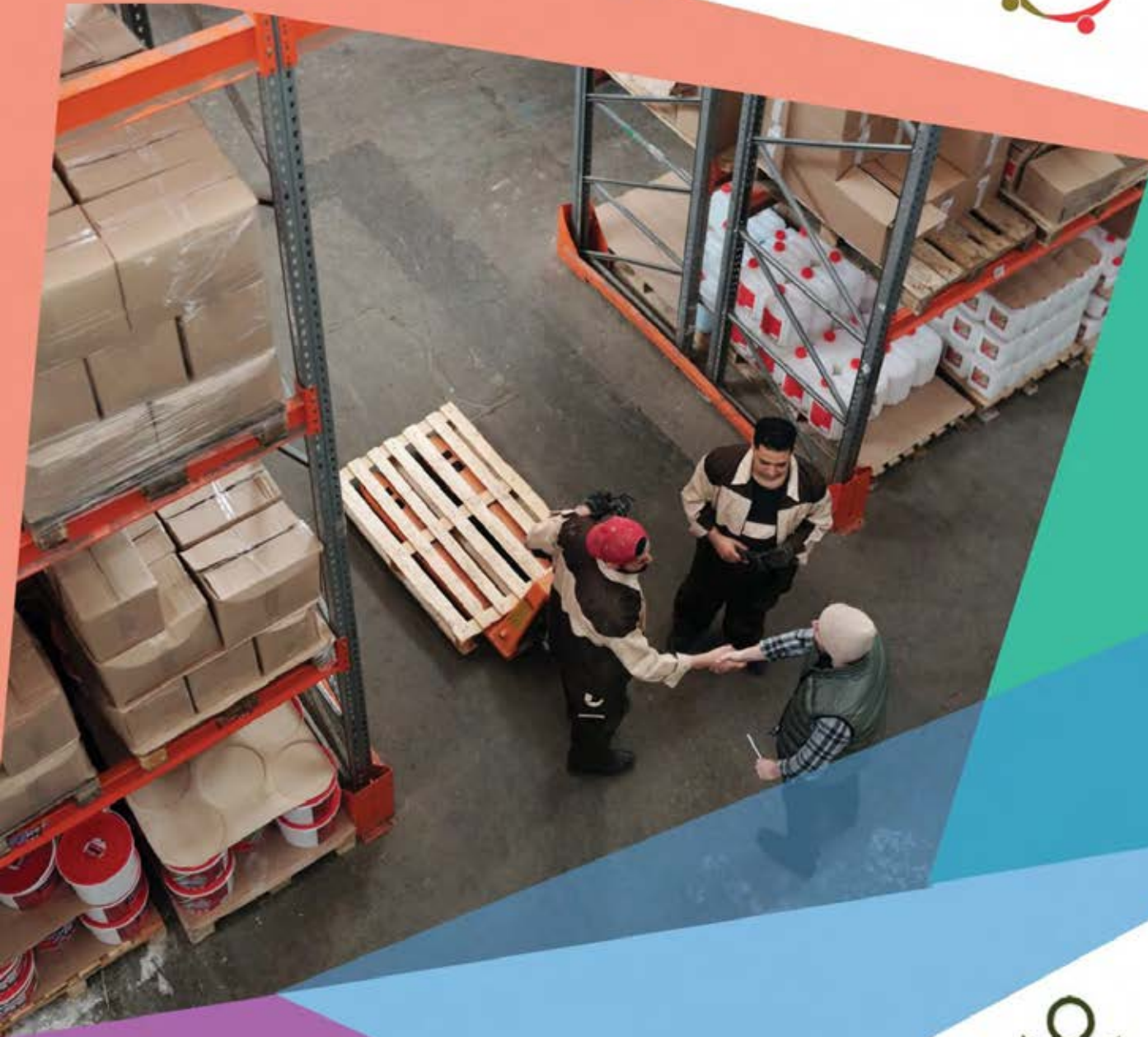


Thank you to Literacy Link Eastern Ontario

Community Literacy of Ontario is grateful to [Literacy Link Eastern Ontario](#) (LLEO) for allowing its *Warehouse Worker and Material Handler* curriculum to be revised, adapted and updated by CLO and Tri-County Literacy Council. We want to express our thanks to Doug Noyes, LLEO’s Executive Director, for his strong support. Literacy Link Eastern Ontario has in-depth experience with creating occupational curricula and is considered as a strong leader in this area.

Over the past years, LLEO has been involved in developing occupation-specific curricula for adult learners. In fact, Literacy Link Eastern Ontario has developed over 18 different [occupational curriculum](#). As a network and a region, LLEO is proud to have developed valuable curriculum resources for LBS learners across the province.





Warehouse Worker & Material Handler Curriculum

Module 1: Essential Skills for Material Handler

Unit 1: Introduction

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Module 1: Essential Skills for Material Handlers

OALCF Skill Competency Chart

The Ontario Adult Literacy Curriculum Framework (OALCF) is a competency-based framework that supports the development of adult literacy programming delivered through Ontario's Literacy and Basic Skills (LBS) Program.

This chart aligns and articulates each activity in this module to the Ontario Adult Literacy Curriculum Framework. Each activity is listed and articulated by Task Group and skill level.

	Competency	Find and Use Information			Communicate Ideas and Information			Understand and Use Numbers						
	Task Group	Read continuous text	Interpret documents	Extract info from films etc.	Interact with others	Write continuous text	Complete and create documents	Manage money	Manage time	Use measures	Manage data	Use digital technology	Manage learning	Engage with others
Activity #	Task Group #	A1	A2	A3	B1	B2	B3	C1	C2	C3	C4	D	E	F
1	Material Handlers Profile	2	2									2	2	
2	NOC	2	2			2						2		

Unit 1 – Essential Skills for Material Handlers

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

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

1. Reading Text
2. Document Use
3. Numeracy
4. Writing
5. Oral Communication
6. Working with Others
7. Computer Use
8. Continuous Learning
9. Thinking Skills*

*Thinking Skills breaks down further to include:

- Problem Solving
- Decision Making
- Critical Thinking
- Job Task Planning and 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. HRSDC also has 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 of 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 handling 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!

The Essential Skills profiles can be found at this website: www.jobbank.gc.ca/essentialskills

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

www.jobbank.gc.ca/essentialskillsresults/147

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 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. Both 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 handling field, this information is invaluable to someone who wants to work in this type of job.

The section on the Essential Skill “Reading Text” gives examples of common reading tasks that a material handler 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. The ES profile tells you the kinds of things you’d need to read. This way, if you struggle with reading, 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 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 be 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:

www.canada.ca/en/employment-social-development/programs/essential-skills/profiles/guide.html

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

Visit this website and learn more about the Essential Skills.



Learning Activity #1 – Material Handlers Essential Skills Profile

OALCF Competency Task Groups and Levels

A1.2 Read brief texts to locate specific details

A2.2 Interpret documents

D2 Use digital technology

E2 Manage learning

1. Go to the Essential Skills website and print off a copy of the Material Handlers Essential Skills Profile.
www.jobbank.gc.ca/essentialskillsresults/147
2. Check off the tasks below, if applicable.
 - I was able to find the Essential Skills Material Handlers profile
 - I was able to read and understand the 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.

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. Note that this code is also on the Essential Skills profile for Material Handler!

The NOC website is:

www.canada.ca/en/employment-social-development/services/noc.html

Keyword Internet Search: NOC Codes or
National Occupational Classification 7452



Learning Activity #2 – National Occupational Classification**OALCF Competency Task Groups and Levels****A1.2 Read brief texts to locate specific details****A2.2 Interpret documents****B2.2 Write continuous text****D2 Use digital technology**

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

<https://noc.esdc.gc.ca/Structure/NocProfile/9954f756afe342a1ad83754ec2cebdc9?objectid=M4ZiVHCEaXa09qDsH0Q3i9QOWVpO53ID3kKY3JrOcReuNHZoFe6IJ%2BKjxEe73Wzo>

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.

Learner Self-assessment: Module 1 – Essential Skills for Material Handlers

When you have completed **Module 1 – Essential Skills for Material Handlers**, assess your performance. Check yes or no in the following boxes. 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) _____.



Learner Self-Assessment			
Module 1 – Essential Skills for 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="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
I have a basic understanding of what the Essential Skills are and how they can help me prepare to work in the material handling field.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
I can name the two most important Essential Skills for the job of material handler.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
I can find and use the Essential Skills website.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
I have read or skimmed through the Essential Skills profile for material handlers.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
Unit 2 – NOC – National Occupational Classification			
I can find the NOC website.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
I've read the NOC website page for material handlers.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No

Comments:



Warehouse Worker & Material Handler Curriculum

Module 2: Introduction to Material Handling

Module 2: Introduction

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Module 2: Introduction to Material Handling

OALCF Skill Competency Chart

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	Competency	Find and Use Information			Communicate Ideas and Information			Understand and Use Numbers				Use digital technology	Manage learning	Engage with others
	Task Group	Read continuous text	Interpret documents	Extract info from films etc.	Interact with others	Write continuous text	Complete and create documents	Manage money	Manage time	Use measures	Manage data			
Activity #	Task Group #	A1	A2	A3	B1	B2	B3	C1	C2	C3	C4	D	E	F
1	What Are You Hoping to Learn?					1							1	
2	Which Essential Skill is This?		2											
3	Does This Job Fit My Personality?		1											
4	Sequencing Tim's Day		1						1					
5	What Should Nancy Do?		1			1								
6	Venn Diagrams		2			2	2							
7	What Skills Do You Have?					2	1							
8	Which Title Fits?						1					1		
9	Gender Gap	1				2								
10	Age Matters					2					1			
11	Pie Chart										3			
12	The Majority	2				3					2			

This chart aligns and articulates each activity in this module to the Ontario Adult Literacy Curriculum Framework. Each activity is listed and articulated by Task Group and skill level.

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 Handling) 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 three 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 learn increase your digital literacy skills. 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. Site visits are greatly encouraged as they give you a glimpse into a warehouse. This can be very eye-opening if you've never seen the inside workings of a warehouse.
- 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...

**A****B**

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:

- 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. It may also involve working for an online retailer, via companies such as Amazon.

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 in 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

Watch the following YouTube video about material handling that was produced by the Material Handling Industry of America.

www.youtube.com/watch?v=PusvVnC_4Uc



Learning Activity #1 – What Are You Hoping to Learn?**OALCF Competency Task Groups and Levels****B2.1 Write continuous text****E1 Manage learning**

Answer the following questions in complete sentences.

1. Define material handling in your own words.

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

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

Learning Activity #2 – Which Essential Skill is This?**OALCF Competency Task Groups and Levels****A2.2 Interpret documents**

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

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 will see if they apply to the job of material handler. Some of these factors might include:

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

Learning Activity #3 – Does This Job Fit My Personality?

OALCF Competency Task Groups and Levels

A2.1 Interpret documents

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

	Yes	No
Do you enjoy physical work?		
Are you well organized?		
Do you enjoy working with your hands?		
Do you prefer to work under the supervision of someone else?		
Are you comfortable working indoors and outdoors?		
Can you safely bend, lift, stoop, kneel, and crouch?		
Do you work well by yourself?		
Can you lift something that weighs more than twenty pounds?		
Do you enjoy working with tools and machines?		
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.



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 license 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 movers 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. He must always stay calm and professional in dealing with customers.



Tim must work in all kinds of situations. He goes in and out of his customers' 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 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. He 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 practice 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, he and his partner work together to unload the truck and place the 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.

Learning Activity #4 – Sequencing Tim’s Day**OALCF Competency Task Groups and Levels****A2.1 Interpret documents****C2.1 Manage time**

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
- Check the map to be sure of the destination

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Nancy the Retail Logistics Associate



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

Nancy's day usually begins with unloading trucks full of retail goods. She then uses an exacto knife to open the boxes and counts the items to compare this to her inventory sheet. If the numbers don't match, 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 the items in their proper department. The department staff members 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.



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 the signs that are to be 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.

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)

Learning Activity #5 – What Should Nancy Do?**OALCF Competency Task Groups and Levels****A2.1 Interpret documents****B2.1 Write continuous text**

The following are tasks that relate to Nancy's job in the Shipping and Receiving department of a local store. Read her job tasks again, then prioritize Nancy's tasks from 1 to 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

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 Ontario and 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 because the trucks must 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 handheld computerized scanner.



Since he works in a big warehouse, with shelves at many levels that are 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. He must also complete daily reports and keep track of his inventory numbers. There is quite a lot of math and computer work in his job.

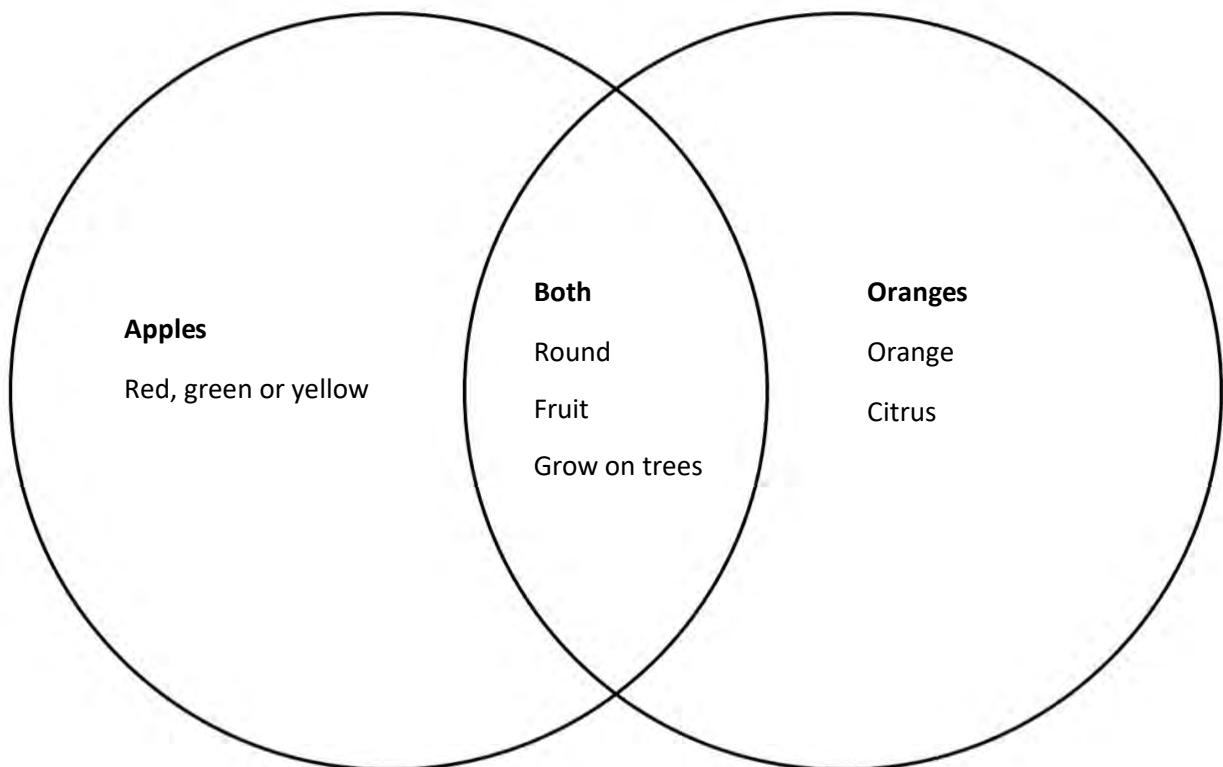
If Manuel needs to speak to a co-worker, he pages them using the warehouse paging system. Manuel often works alone in the office but works with a team when loading trucks.



Learning Activity #6 – Venn Diagrams**OALCF Competency Task Groups and Levels****A2.2 Interpret documents****B2.2 Write continuous text****B3.2 Complete and create documents**

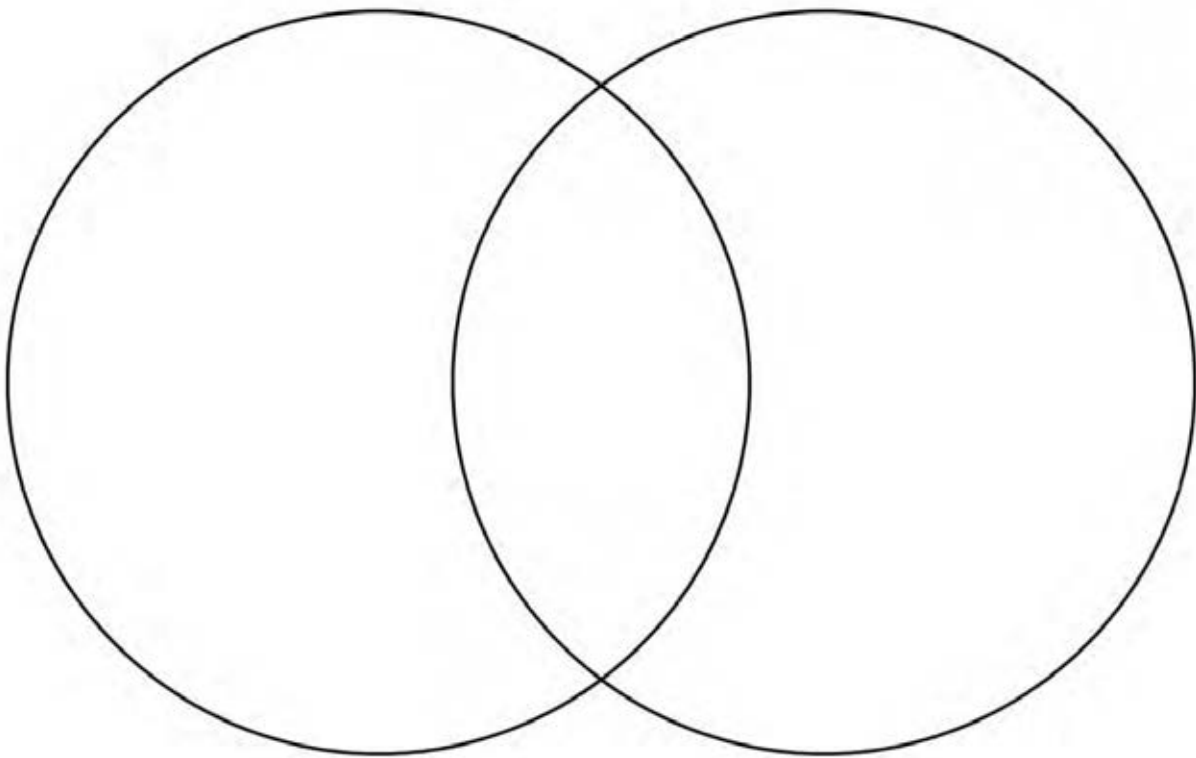
A Venn diagram is an organizational tool or chart, made of two overlapping circles, for charting the similarities and differences between two things. The following is an example of a Venn diagram comparing apples and oranges.

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 Venn Diagram below, write the characteristics of the first job in the space on the left, and write the characteristics of the second job in the space on the right.
3. Write the characteristics that both jobs 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?



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



(Source: www23.statcan.gc.ca/imdb/p3VD.pl?Function=getVD&TVD=122372&CVD=122376&CPV=7452&CST=01012011&CLV=4&MLV=4)

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. For example, 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. Also, you will require WHMIS and other health and safety training. But we'll tell you more about that in Module 6.

Some 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 Driver's license training
- Safety training
- Learning to use new lifting equipment
- Customer service training
- Digital literacy
- Online learning on a variety of topics via YouTube videos, websites, and

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, improve your digital skills and try new tasks, you are demonstrating your commitment to continuous learning.



Learning Activity #7 – What Skills Do You Have?**OALCF Competency Task Groups and Levels****B3.1 Complete and create documents**

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/Training I already have	Skills/Training I’d like to get

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 handles, moves, loads and unloads materials by hand or by using a variety of material handling equipment.

People in this field include those who load railway cars and trucks, stock building supplies and lumber, as well as 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 or a trucking company as freight loader, you may find that the Essential Skill you use the most is Working with Others.

Learning Activity #8 – Which title fits?**OALCF Competency Task Groups and Levels****B3.1 Complete and create documents****D.1 Use Digital Technology**

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. Then, search online for the job title or sectors to learn more.

Box Filler**Boxcar Loader****Conveyor
Operator****Forklift Operator****Furniture Loader****Hand bundler****Logistics Associate****Lumber Piler****Construction****Warehouse****Transportation****Other****Manufacturing/Shipping****Factory****Retail****Moving company**

Unit # 4 – Trends and Job Outlook

Ontario's Labour Market

Ontario has a labour market information website where you can find plenty of job related information and statistics that can help you plan your career. You can learn more about work trends and the skills, education and training you need for jobs today, and in the future.

On this site www.ontario.ca/page/labour-market, you can search for full or part-time jobs anywhere in Ontario, search job profiles and read labour market reports – all on one easy to navigate site.

There are many trends and statistics that influence this job.

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

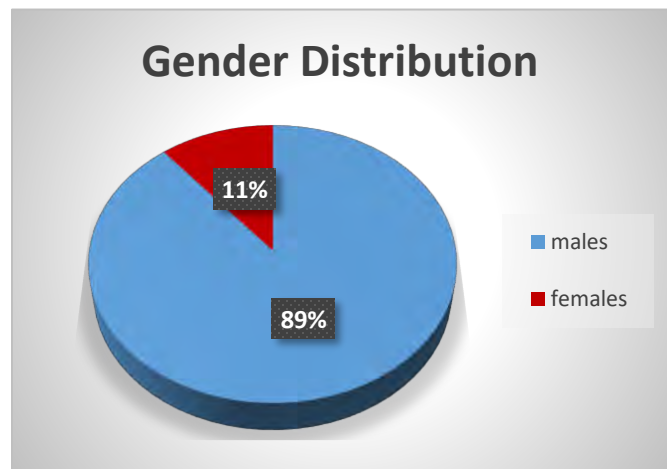
Source: Human Resources Skills Development Canada
www.servicecanada.gc.ca

These numbers (known as statistics) are generally reported as percentages. For example, 89% of material handlers are male and 11% are female. 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 that this is a **trend**, so it doesn't mean that 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 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.



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

Learning Activity #9 – Gender Gap**OALCF Competency Task Groups and Levels****A1.1 Read continuous text****B2.2 Write continuous text**

Answer the following questions in complete sentences.

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

2. List other male-dominated fields.

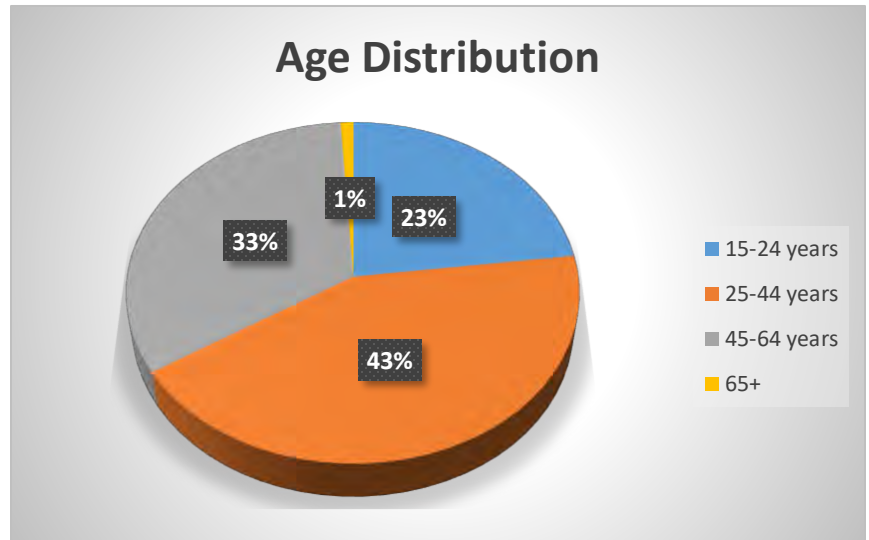
3. Why do you think these fields are male-dominated?

4. Do you think this trend is changing?

Other statistics are also interesting as well. Statisticians are people who collect, study and analyze statistics. They look at employment in terms of various variables, such as age distribution, which is also an interesting statistic.

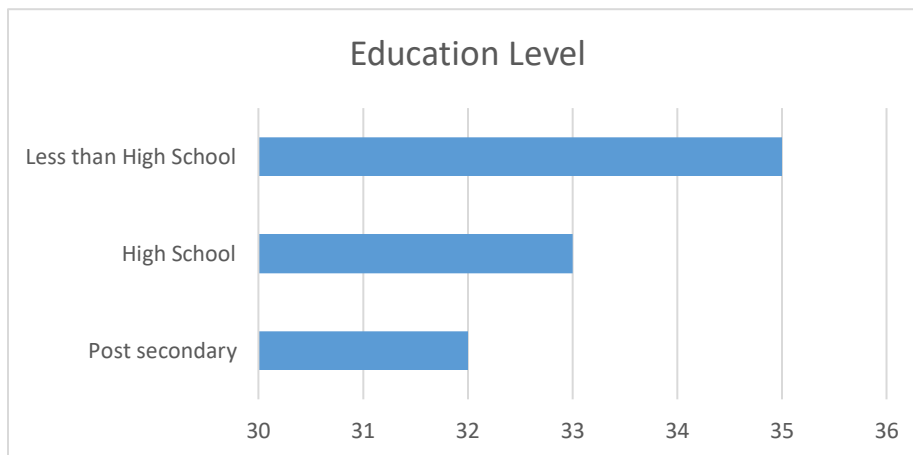
Looking at the pie chart, you can see the distribution of employment by age in material handling jobs.

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%. 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.



Learning Activity #10 – Age Matters**OALCF Competency Task Groups and Levels****B2.2 Write continuous text****C4.1 Manage data**

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?

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

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?

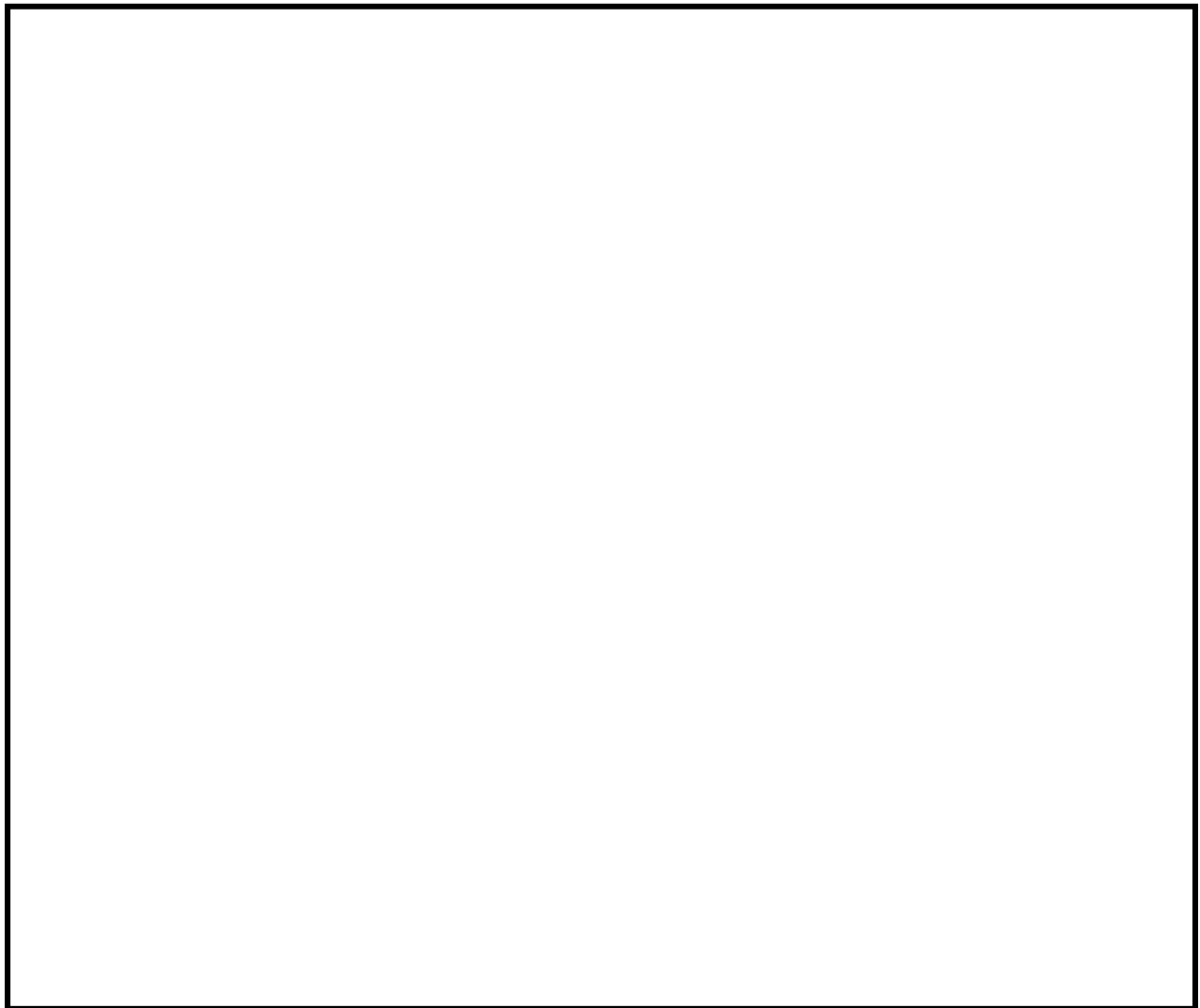
Learning Activity #11 – Pie Chart

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.

OALCF Competency Task Groups and Levels**C4.3 Manage Data****(D2 Use digital technology) – Optional****Status of Employment**

Full time – 83%

Part time – 17%



Learning Activity #12 – The Majority**OALCF Competency Task Groups and Levels****A1.2 Read continuous text****B2.3 Write continuous text****C4.2 Manage data**

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



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 Handling** 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.

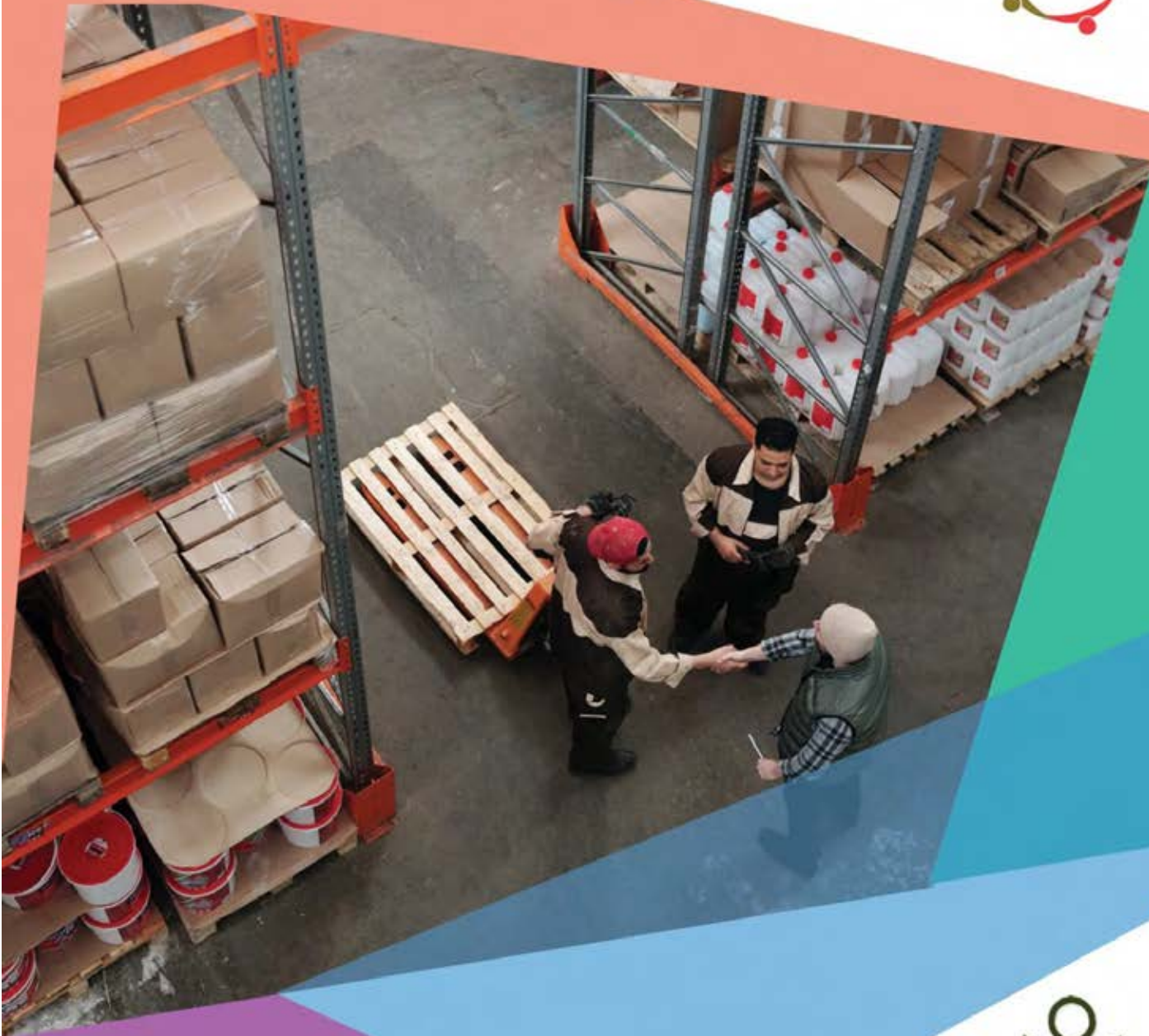
I started this module on (date) _____ and finished on (date) _____.

Module 2 – Introduction to Material Handling			
Unit 1 – Material Handler Defined			
I can list at least five sectors that a material handler could work in.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
I have a basic understanding of what a material handler does.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
I can log on to the Internet and watch a video clip about material handling.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
I am able to match material handler tasks with the essential skills.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
Unit 2 – A Day in The Life			
I can list the factors that affect a person's satisfaction with their job.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
I have read and understood the stories of three people who work as material handlers.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
I can create a Venn diagram to compare two or more things.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No

Unit 3 – Job Titles			
I know what qualifications are needed to work as an entry level material handler.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
I have a basic understanding of what skills I already possess.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
I am able to tell which job titles match the different material handling sectors.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> 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="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
I can explain how to use a pie chart and a bar graph.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
I can write a paragraph summarizing what an average material handler is (age, gender).	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No

Comments:

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



Warehouse Worker & Material Handler Curriculum

Module 3: Working Conditions and Practices

Module 3: Working Conditions and Practices

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Module 3: Working Conditions and Practices

OALCF Skill Competency Chart

The Ontario Adult Literacy Curriculum Framework (OALCF) is a competency-based framework that supports the development of adult literacy programming delivered through Ontario's Literacy and Basic Skills (LBS) Program.

This chart aligns and articulates each activity in this module to the Ontario Adult Literacy Curriculum Framework. Each activity is listed and articulated by Task Group and skill level.

	Competency	Find and Use Information			Communicate Ideas and Information			Understand and Use Numbers				Use digital technology	Manage learning	Engage with others
	Task Group	Read continuous text	Interpret documents	Extract info from films etc.	Interact with others	Write continuous text	Complete and create documents	Manage money	Manage time	Use measures	Manage data			
Activity #	Task Group #	A1	A2	A3	B1	B2	B3	C1	C2	C3	C4	D	E	F
1	Where Do You Want to Work?				1	2								1
2	Can You Lift That?	2				1								
3	Exercise Log						2a		1					
4	What Should You Do First?	2									1			
5	What's the Difference?	1/2				1/2								
6	Who's Your Customer?	2				1								
7	Being Professional	2				1	2				1			
8	Ready to Work				2	1/2								
9	Telephone Voice				2	2								
10	Telephone Anxiety	2			2	2								
11	Communication Log	1					2a							
12	Multiple Choice	1												
13	What Is the Memo Telling You?	2	1			2								
14	Where Am I?		2			1					1			

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 positions 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. Some warehouses can be very large and it can take quite a bit of time to travel from one end to another.

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. Whether 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. It can result in auditory and non-auditory effects.

- Non-auditory effects include stress-related physiological and behavioural effects, as well as 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

Learning Activity #1 – Where Do You Want to Work?**OALCF Competency Task Groups and Levels****B1.1 Interact with others****B2.2 Write continuous text****F Engage with others**

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.

2. When working in a hot or loud and noisy place, what did you like/dislike about the work environment?



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 weight of a small female deer! You need strength, coordination and safe practices to lift this kind of weight.

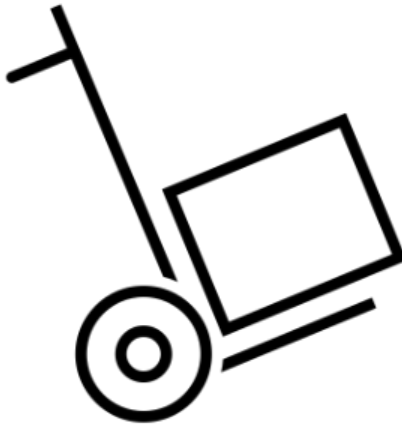
This unit will discuss the importance of lifting procedures used in the jobs of material handlers. As always, you'll find that there will be some jobs in the field where this is less important and some jobs where this is more important.

This unit will also 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?

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



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

Learning Activity #2 – Can You Lift That?**OALCF Competency Task Groups and Levels****A1.2 Read continuous text****B2.1 Write continuous text****B2.2 Write continuous text**

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

1. What is manual lifting?

2. How many pounds does a material handler often need to lift?

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

4. Think back to a time when you lifted and moved something heavy. What do you think you did that made it easier/harder to move the item?

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 must 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.

Supplementary Learning Activity:

There are many good sites you can look at online that can tell you even more about safe lifting, including the following:

- Canadian Centre for Occupational Health and Safety
www.ccohs.ca/topics/hazards/ergonomic/lifting
- Work Safe BC: www.worksafebc.com/en/health-safety/hazards-exposures/lifting-handling

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. It's good to stay healthy by participating in regular exercise.

To stay healthy, Health Canada's "Physical Activity Guide" recommends 60 minutes of light effort, or 30 minutes of vigorous effort every day. They recommend that adults should accumulate at least 150 minutes of moderate to vigorous physical activity per week.

You can find more information by following this link: <https://csepguidelines.ca/adults-18-64>

Canada's Food Guide also has helpful information and tips about staying healthy: <https://food-guide.canada.ca/en/tips-for-healthy-eating/physical-activity/>



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:

<https://psychcentral.com/quizzes/sleep-quiz>

Learning Activity #3 – Exercise Log**OALCF Competency Task Groups and Levels****B3.2a Complete and create documents****C2.1 Manage time**

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

Set you daily or weekly target =

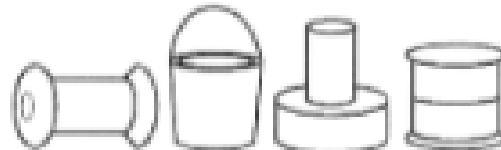
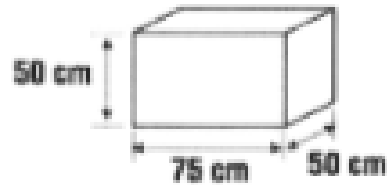
(The recommended minimum is 150 minutes per week)

My Total =

Compact Loads

Source: Canadian Centre for Occupational Health and Safety, www.ccohs.ca

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



Examples of a compact load

- 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.

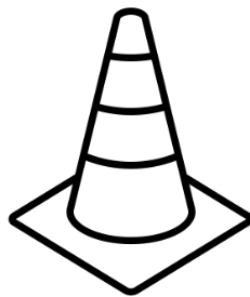


What should you remember when putting a load down?



- 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 your 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!

Learning Activity #4 – What Should You Do First?**OALCF Competency Task Groups and Levels****A1.2 Read continuous text****C4.1 Manage data**

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.

Proper Order	Steps to Lift a Compact Load Safely
	1. Use your thigh and leg muscles, not your back, as you lift in one smooth motion.
	2. Keep your back straight.
	3. Grasp the load with your elbows and inside of your thighs.
	4. Straddle the load.
	5. Grasp with one hand at the outer, upper corner, over the leading foot, and the other hand on the lower, opposite corner.
	6. Stand up by thrusting off with your back leg and continuing in an upward and forward direction.
	7. Move off without twisting your body.
	8. Bend your hips and knees.
	9. Lean forward with your rear arm straight. This position gets the load moving.
	10. Stand close to the load.

Drums and Barrels

Source: Canadian Centre for Occupational Health and Safety, www.ccohs.ca

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. 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.
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 higher 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 counterbalance.

Heavy Sacks

Some material handlers will need to move large or heavy sacks. These should be moved in two steps whenever possible. Lift the sack to a table of some sort first, then 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 and then walk 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.



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

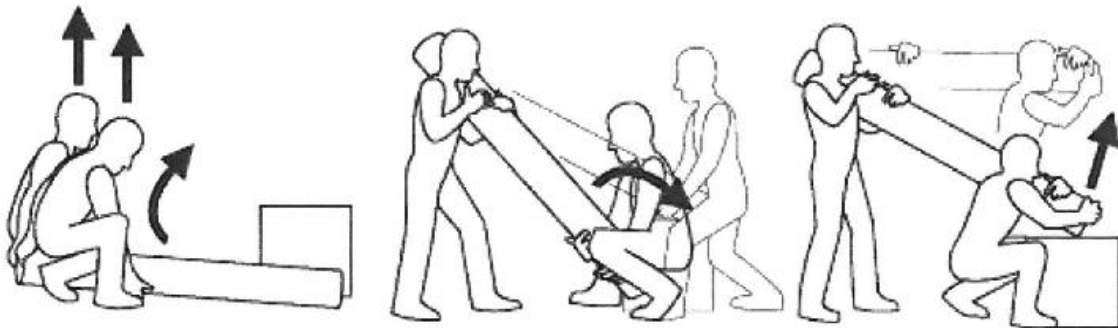
Source: Canadian Centre for Occupational Health and Safety, www.ccohs.ca

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.
- Practice 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 who is the same height as you.)

When moving furniture as a team, you should follow these guidelines:

- Use webbing around the 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.
- When moving off, the assisting person directs the movement.



Learning Activity #5 – What’s the Difference?

OALCF Competency Task Groups and Levels

A1.1 + A1.2 Read continuous text

B2.1 + B2.2 Write continuous text

1. List three differences between lifting an item by yourself and lifting with a partner.

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

3. Fill in the blanks.

_____ 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 _____.



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:

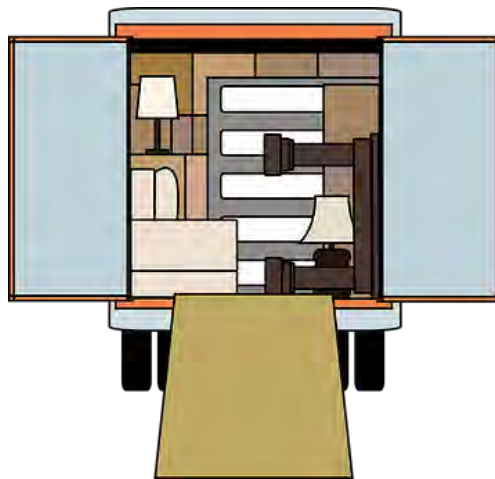
- Be friendly
- Have a positive attitude
- Be approachable
- Have a high energy level
- Be sensitive to the needs of others
- Be polite
- Allow your customer to be right (even if they're not)

Customer service is important in different material handling jobs. In this field, you might be dealing with customers directly or indirectly, depending upon the job.

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, such as in the furniture moving industry or delivery businesses, 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.



Learning Activity #6 – Who’s Your Customer?**OALCF Competency Task Groups and Levels****A1.2 Read continuous text****B2.1 Write continuous text**

1. List three qualities someone should have be to be good at customer service.

- _____
- _____
- _____

2. List two material handler jobs where you would deal more **directly** with customers.

- _____
- _____

3. List two material handler jobs where you would deal **indirectly** with customers.

- _____
- _____

Have a Professional Attitude

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. The habits listed above 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, including at 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 or her employer, co-workers and casual contacts -- actually, by every person they meet.

Learning Activity #7 – Being Professional**OALCF Competency Task Groups and Levels****A1.2 Read continuous text****B2.1 Write continuous text****B3.2 Complete and create documents****C4.1 Manage data**

1. 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.

How did you score? _____

2. What are two attitudes you want to work on to improve your customers service skills?

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, <https://lleo.ca/>

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 that they will respond with a friendly gesture of their own.
 - The friendlier 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 may be shy or quiet by nature and may be uncomfortable at first in a new setting. Your challenge is to make customers comfortable, so that they will relax. The best plan is to let the customers adjust at their 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 members 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 caused by stress. People sometimes 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



Checklist Before Work:

DID YOU...

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

Learning Activity #8 – Ready To Work**OALCF Competency Task Groups and Levels****B1.2 Interact with others****B2.1 Write continuous text****B2.2 Write continuous text**

1. 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.

- _____
- _____
- _____
- _____
- _____

2. Why do you think it’s so important to be ‘ready’ for work each day?

The telephone









Some jobs in the material handling field will involve using the telephone. When customers call your company, your voice represents the business. How you handle the call can win customers over for life, or send them 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. Although you may have been busy doing something else when they called, callers are 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)

Of course, these days, businesses often receive queries via email or social media. However, the same principles of courtesy and helpfulness apply!

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 sometimes have poor reception.

Use a Moderate 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 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 and then take the call, speaking at a moderate speed (normal to slow). If you are in the middle of a conversation and you realize that you have been speaking quite quickly, ask the caller if they need any of the information repeated or clarified, or if they have 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.

Learning Activity #9 – Telephone Voice**OALCF Competency Task Groups and Levels****B1.2 Interact with others****B2.2 Write continuous text**

With a partner, design your own role play of a workplace conversation for two people. One of you will be phoning the place of business with questions to ask, and the other will be answering the phone on behalf of the business. Write down your roles and script. Then take turns playing each role. Complete the following table based on your performance.

Script:

Chart:

	Yes	No	Somewhat
I spoke in a professional manner			
I spoke clearly			
I paused when giving information			
I spoke with an appropriate volume			
I spoke at an appropriate speed			

Telephone Anxiety



Telephone anxiety 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 some jobs in the material handling field require you to use a telephone.

You may need to be able to communicate with co-workers and customers using the telephone. Overcoming telephone anxiety will help you to be successful at work.

There are ways to overcome telephone anxiety.

Read on to find out more!

Learning Activity #10 – Telephone Anxiety**OALCF Competency Task Groups and Levels****A1.2 Read continuous text****B1.2 Interact with others****B2.2 Write continuous text**

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

1. How would you describe “telephone anxiety”?

2. Think about the term “telephone anxiety”. Do you think you have it? Write one sentence that describes how comfortable you are when speaking on the telephone at work.

3. Why are some people afraid or anxious when using the phone?

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

How can we overcome telephone anxiety?

1. Be prepared! Have a pen and message pad (or digital device) available. Use the commercial message pads, which are specifically for telephone messages. Fill in all the blanks and you will have covered all of the important information.
2. Speak slowly and clearly.
3. Practice. Practice. Practice. 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 return 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 or email, 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.

The following are 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. Communication logs can be paper-based, but are more often done on a computer or digital device.

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 to note, 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 paperwork or data entry 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.



Learning Activity #11 – Communication Log**OALCF Competency Task Groups and Levels****A1.1 Read continuous text****B3.2a Complete and create documents**

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, using the information below the chart.

Date and time	Truck Arrival	Truck Departure	Truck ID Number	Shipment ID number	Notes	Signature
10/08/2020	✓		16	4581-a	Special Order	<i>T. 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
- 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#



Learning Activity #12 – Multiple Choice**OALCF Competency Task Groups and Levels****A1.1 Read continuous text**

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 of work.
- a) Yes
 - b) No
6. The following information would be listed in 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) Yes
 - b) No
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

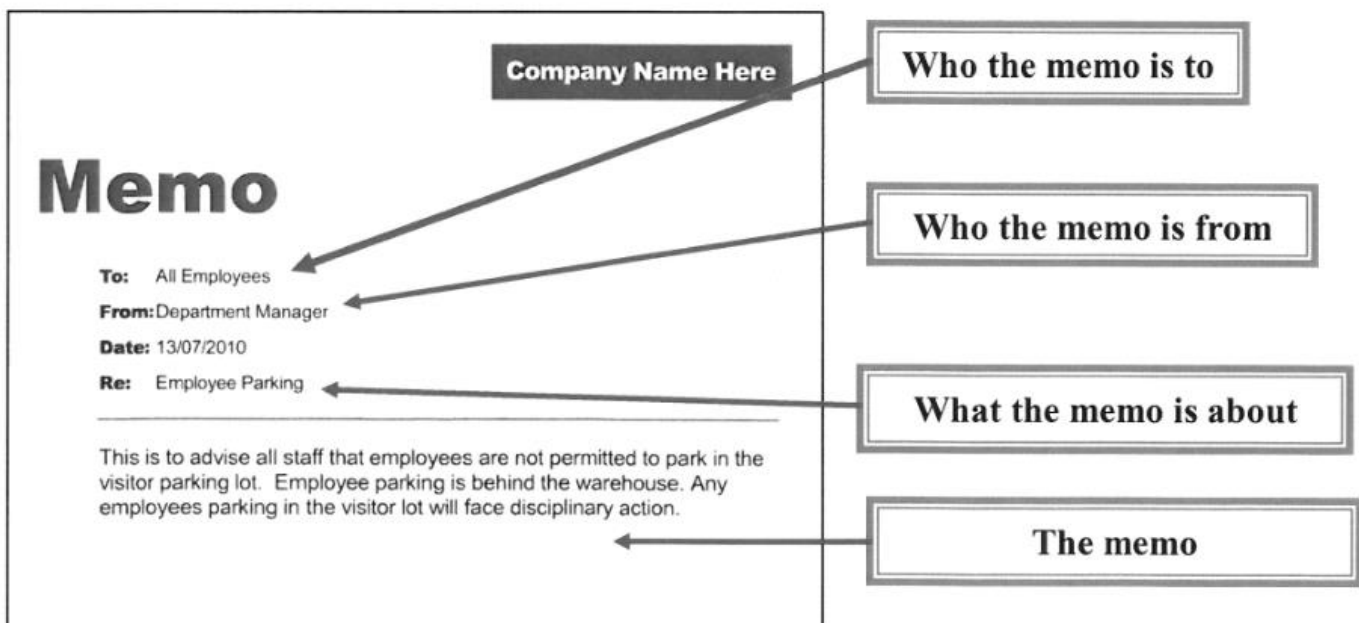
In some material handler jobs, you may have to read and write documents, including orders and inventory records. You may also need reading and writing skills when inputting inventory details into a company's computer system and when checking computerized records. A person who wants to become a warehouse 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. They 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 information
- Update information
- Provide instructions



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 it was written.

Memos are often delivered directly to the reader, maybe attached to your time sheet or in your pay slip or sent via email. 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 something you'd find in a general workplace posting.

Employees should carefully read the content of any memos and determine how it would apply to them.

Learning Activity #13 – What is the memo telling you?**OALCF Competency Task Groups and Levels****A1.2 Read continuous text****A2.1 Interpret documents****B2.2 Write continuous text**

Read the following memo and answer the questions on the following page.

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 warehouse 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?

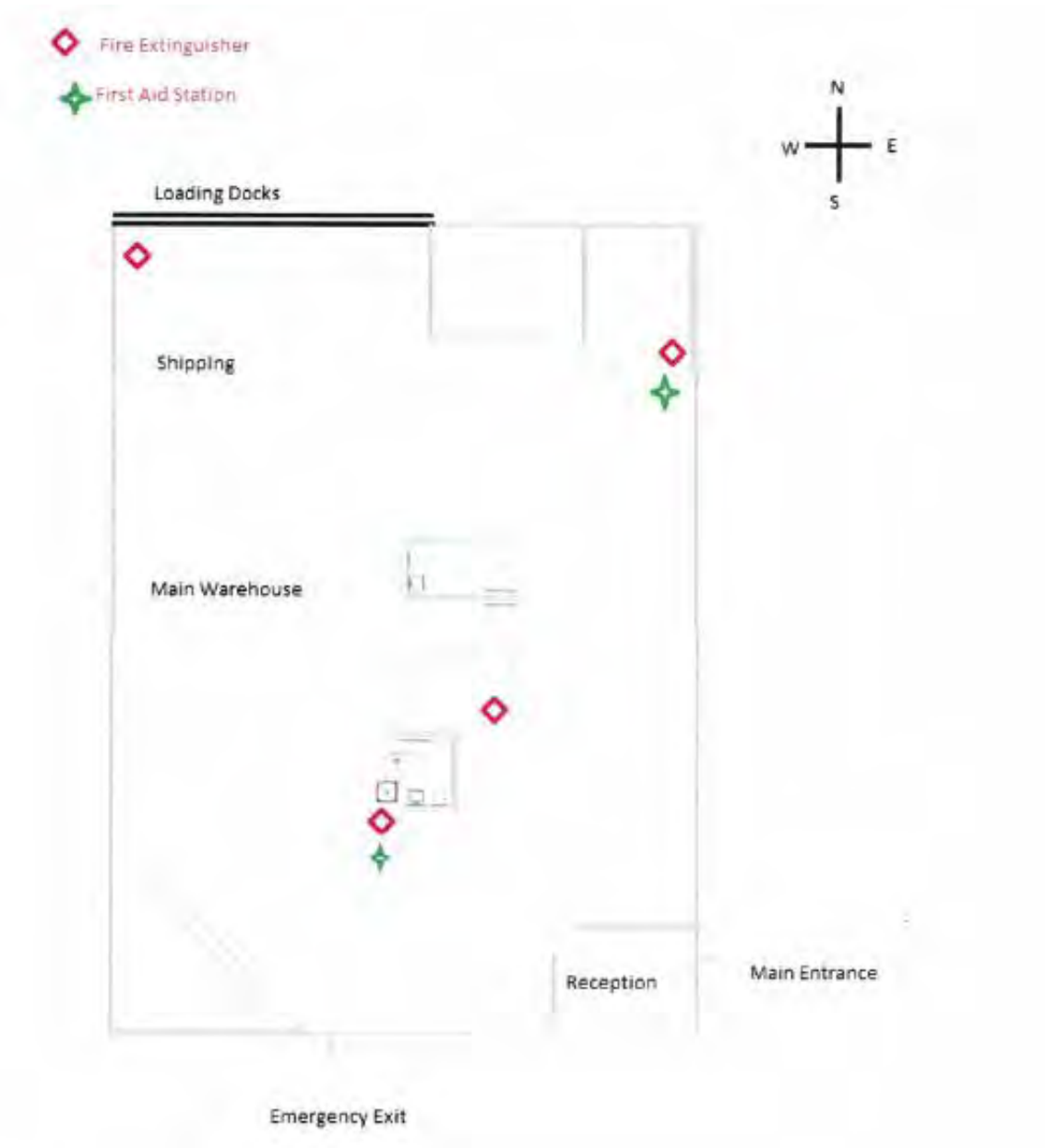
7. What are some benefits to writing a memo versus a letter?

Reading maps and warehouse layouts

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 to allow people to easily read the information and locate important things.

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

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



As a material handler, you may need to drop off materials, or find a location to pick up products. To do this, you will need to be able to read this type of map. From this map, you can usually find any entrances and 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 practice. 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 and a voice to tell you where to go on your route.



Learning Activity #14 – Where Am I?**OALCF Competency Task Groups and Levels****A2.2 Interpret documents****B2.1 Write continuous text****C4.1 Manage data**

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?

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) _____.

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="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
I am able to discuss my ideal working environment.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
Unit 2 – Physical Demands			
I can define manual lifting.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
I know what to do before lifting.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
I know when and how to use team-handling techniques.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
Unit 3 – Customer Service			
I can list the qualities of a good customer service professional.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
I know when I might need customer service skills as a material handler.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
I have a basic understanding of telephone skills.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
Unit 4 – Reading and Writing on the Job			
I am able to use a workplace communication log.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
I can read a workplace memo.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
I can locate important pieces of information on a map.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No

Comments:

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!



Warehouse Worker & Material Handler Curriculum

Module 4: Measurement

Module 4: Measurement

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Module 4: Measurement

OALCF Skill Competency Chart

The Ontario Adult Literacy Curriculum Framework (OALCF) is a competency-based framework that supports the development of adult literacy programming delivered through Ontario's Literacy and Basic Skills (LBS) Program.

This chart aligns and articulates each activity in this module to the Ontario Adult Literacy Curriculum Framework. Each activity is listed and articulated by Task Group and skill level.

	Competency	Find and Use Information			Communicate Ideas and Information			Understand and Use Numbers						
	Task Group	Read continuous text	Interpret documents	Extract info from films etc.	Interact with others	Write continuous text	Complete and create documents	Manage money	Manage time	Use measures	Manage data	Use digital technology	Manage learning	Engage with others
Activity #	Task Group #	A1	A2	A3	B1	B2	B3	C1	C2	C3	C4	D	E	F
1	Calculate Time with Digital and Analog Clocks								1					
2	Time Sheet						2		2					
3	Inch by Inch									1				
4	What Does this Measure?						2			2				
5	Measurement	1								2				
6	What's the Volume?									2				
7	Will that Fit?	2								2				
8	What Will I Measure?					2								

Unit 1 – Time

In addition to reading and writing, it's important to understand time and 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

As an employee, it's a good idea to keep a record of the hours you work. Some employers require you to track all hours worked on a form. At the end of each pay period, this form is handed in to the employer. Some companies use the digital format to log hours and some companies use military time. 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 only military time, so you should be familiar with how it works.

	Digital	Military
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

Many 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. Sometimes these are attached to an electronic key card.

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.



Learning Activity #1 – Calculate Time with Digital and Analog Clocks**OALCF Competency Task Groups and Levels****C2.1 Manage time**

Calculate the correct time in the boxes below.



:



:



:



:

Time Sheets

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.

[Company Name]
[Street Address]
[City, ST ZIP Code]
Phone [phone] Fax [fax]

TIME SHEET

Employee Name: _____ Title: _____

Employee Number: _____ Status: _____

Department: _____ Supervisor: _____

Date	Start Time	End Time	Regular Hrs.	Overtime Hrs.	Total Hrs.
Weekly Totals					

Date: _____

Date: _____

Weekly Employee Timesheet

Company Name

Address 1
Address 2
City, State ZIP
(000) 000-0000
www.company-name.com

Employee Name: _____

Supervisor Name: _____

Week of: 6/24/2019

Day of Week	Regular (h:mm)	Overtime (h:mm)	Sick (h:mm)	Vacation (h:mm)	Holiday (h:mm)	Unpaid Leave	Other (h:mm)	TOTAL (h:mm)
Mon 6/24								0:00
Tue 6/25	8:00	2:15						10:15
Wed 6/26								0:00
Thu 6/27								0:00
Fri 6/28								0:00
Sat 6/29								0:00
Sun 6/30								0:00
Total Hrs:	8:00	2:15	0:00	0:00	0:00	0:00	0:00	10:15
Rate/Hour:	15.00	23.00	15.00	15.00	15.00	0.00	0.00	
Total Pay:	120.00	51.75	0.00	0.00	0.00	0.00	0.00	\$ 171.75

Total Hours Reported (h:mm): 10:15

Total Pay: \$171.75

Employee Signature _____ Date _____

Supervisor Signature _____ Date _____

Holidays

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, 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.

In most provinces, when a statutory holiday falls on a normal day off (generally a weekend), the following workday is considered a statutory holiday.

The province of Ontario currently has nine public holidays:

1. New Year's Day
2. Family Day
3. Good Friday
4. Victoria Day
5. Canada Day
6. Labour Day
7. Thanksgiving Day
8. Christmas Day
9. Boxing Day

Ontario also celebrates Family Day as a provincial holiday on the third Monday in February. Though it is not legally required, some employers also give their employees a paid holiday on Easter Monday, the Civic Holiday and/or Remembrance Day. Learn more about public holidays via the Ministry of Labour's website: www.ontario.ca/document/your-guide-employment-standards-act-0/public-holidays

Learning Activity #2 – Time Sheet**OALCF Competency Task Groups and Levels****B3.2 Complete and create documents****BC2.2 Manage time**

- Calculate the times worked in your time sheet for the two-week period from November 16 to November 29th.
 - On Mondays, Tuesdays, and Wednesdays you work from eight-thirty until noon.
 - Thursdays 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 Tuesday, November 24, you took the day off without pay to go to a dental appointment.
- Next, calculate the total daily hours to be paid.

Employee name:			
November 16-29		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		
Total hours worked in this pay period:			

Unit #2 – Measuring Tape

Not only will you need to know some math for times and dates, in many instances, a material handler may need to take measurements. If you struggle with math, especially multiplication, now is a good time to ask your instructor for extra help with this concept, since you will be using multiplication going forward.

As a material handler, 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.



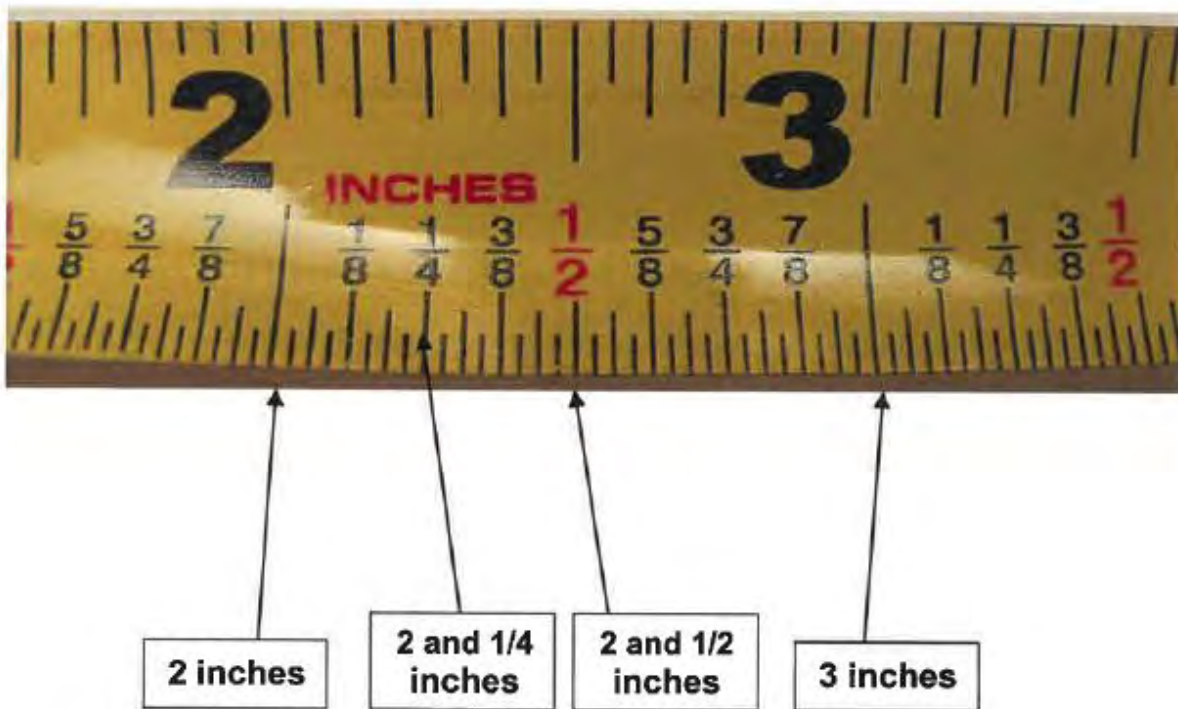
So how do I use a measuring tape?

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 measure accurately, 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			
$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$
$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$

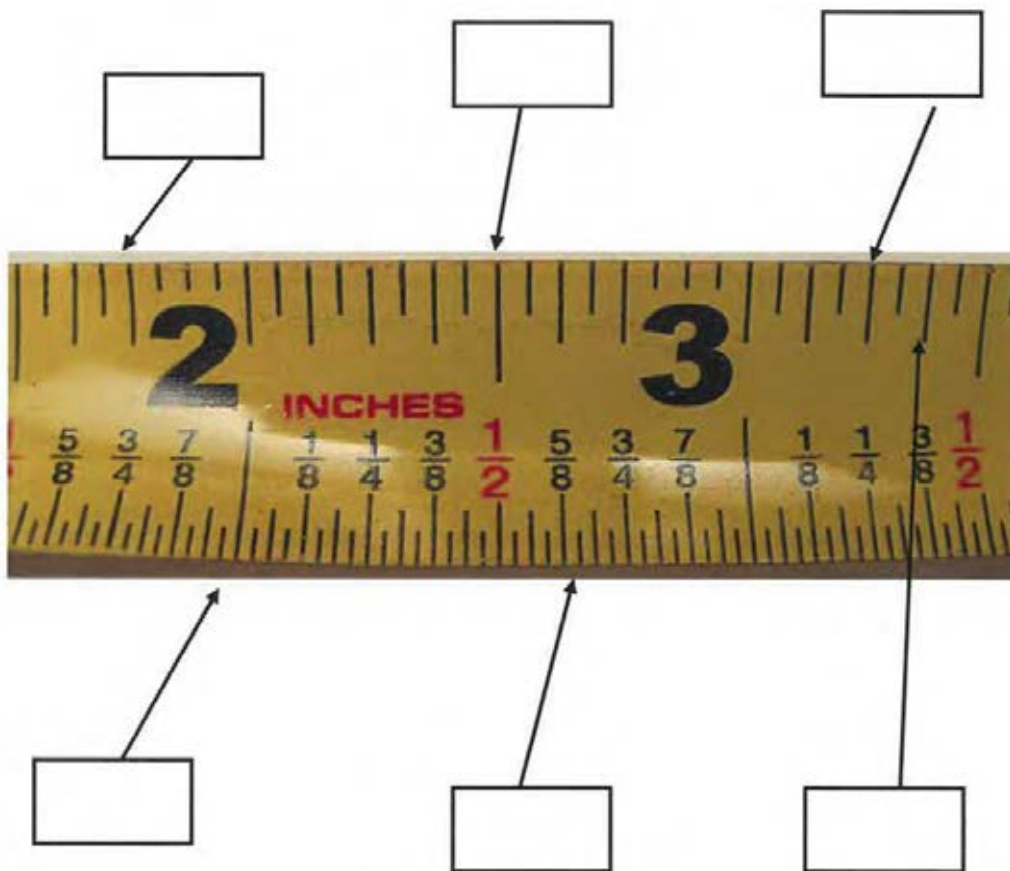
Tips for successful measuring:

- 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.

Learning Activity #3 – Inch by Inch**OALCF Competency Task Groups and Levels****C3.1 Use measures**

Calculate the inch that the arrows are pointing to.



Learning Activity #4 – What Does This Measure?**OALCF Competency Task Groups and Levels****B3.2 Complete and create documents****C3.2 Use measures**

1. Ask your instructor for a measuring tape. Use the measuring tape to calculate the following:
 - a) The length of the classroom
 - b) Your desk
 - c) The doorway width
 - d) The doorway height
 - e) The nearest window
 - f) A bulletin board
 - g) Your book/binder
 - h) This paper
 - i) Your pencil/pen
 - j) The blackboard

2. Using a ruler and/or a tape measure, find an object that is:
 - a) Exactly 6 cm:
 - b) Larger than 25 cm:
 - c) Smaller than one inch:
 - d) Larger than 12 inches:
 - e) Exactly 10 inches:

3. Look around your learning center and find 10 items to estimate the length or width of and, after writing your estimate, measure the item and write down the actual length or width of the item in the following chart:

Item	Estimate	Actual

If you are still not sure of how to measure, go back and review this section again.

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 installing wall-to-wall carpeting — you would measure the area of the room to put in 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 cm².

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

So what's the little ² that 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 width, 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, or whatever unit you use to measure.

Measurement abbreviations:

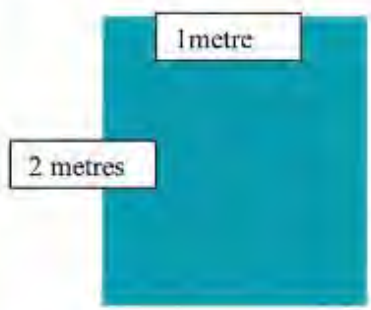
An abbreviation is a short form for something. In measurement, we often use the follow abbreviations:

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 m².

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 inches².

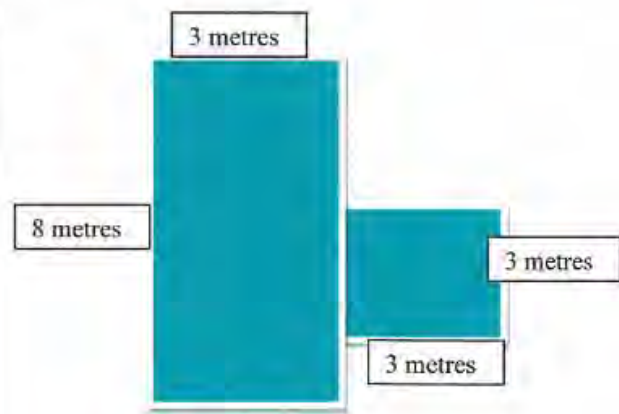
ROOM #3:

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 metres².



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.

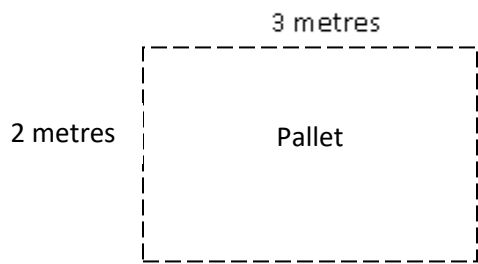
Some examples of these measurements may include:

- 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.

A material handler needs to place a row of boxes on a pallet. They 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.



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

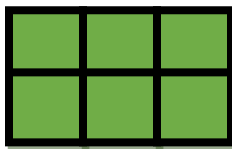
The area of the pallet is 6 m².

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 m².

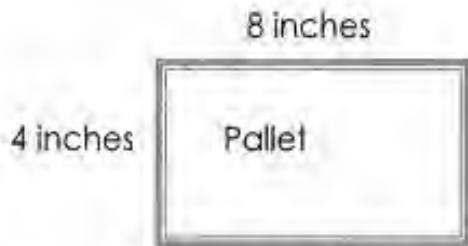
Step 3: We'll pretend the boxes are all the same size (this won't often happen in real life though). Now divide the area of the pallet by the area of the boxes (6 divided by 1 = 6). This will give you the number of boxes that will fit across the pallet. If the area of each box is 1 m², then you'll see 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 32 in^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 3.75 in^2 .

- Step 3: Now divide the area of the pallet by the area of the boxes ($32 \text{ divided by } 3.75 = 8.533$). 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.



Learning Activity #5 – Measurement**OALCF Competency Task Groups and Levels****A1.1 Read continuous text****C3.2 Use measures**

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.
 - TRUE FALSE

2. Real professionals always eyeball measurements.
 - TRUE FALSE

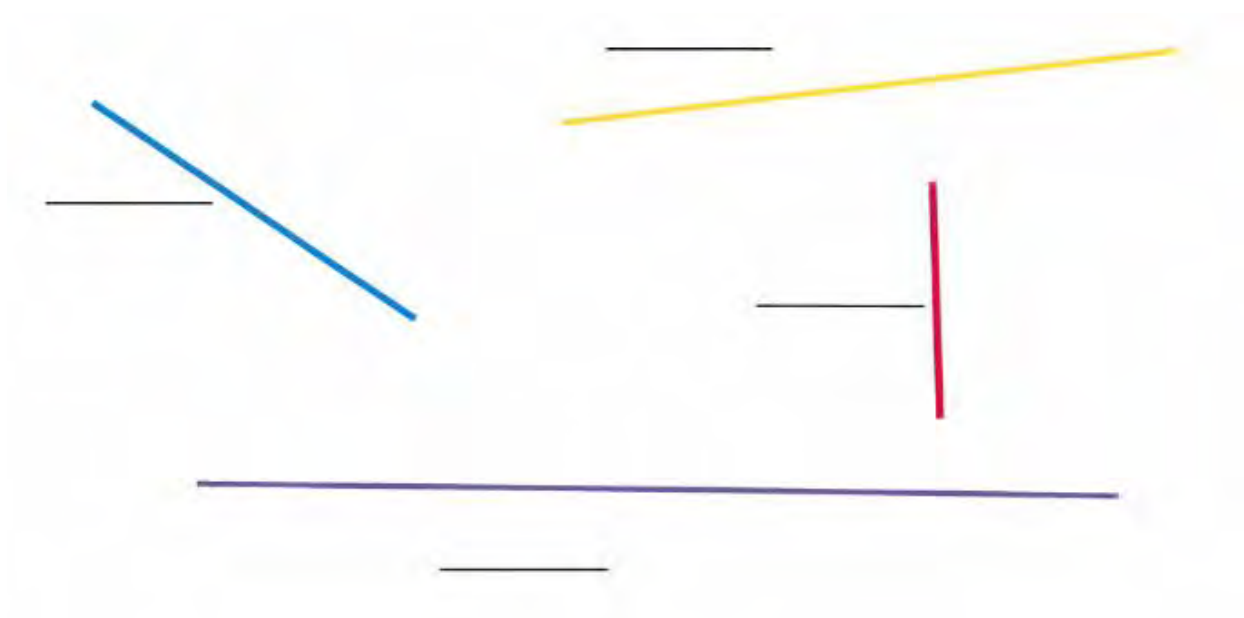
3. Area is the measurement of the surface of an object.
 - TRUE FALSE

4. You find area by adding the length and width.
 - TRUE FALSE

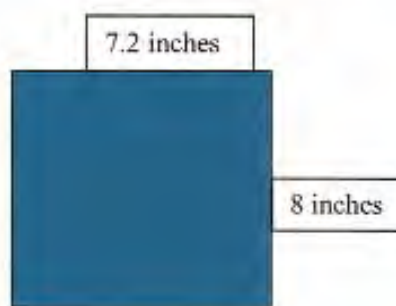
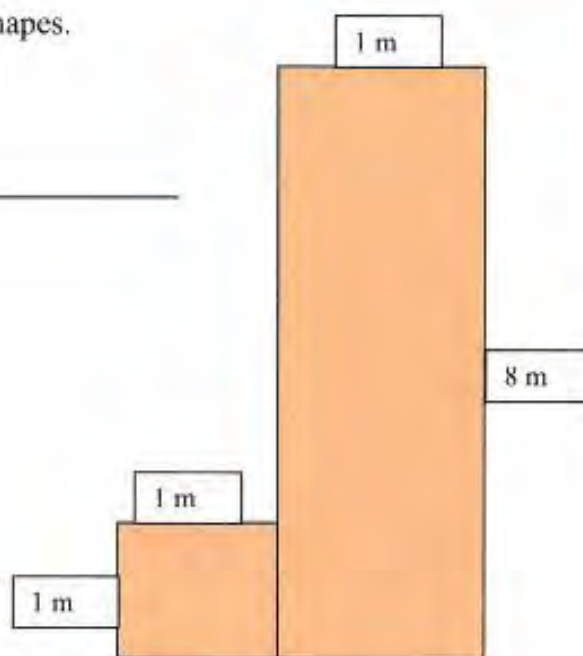
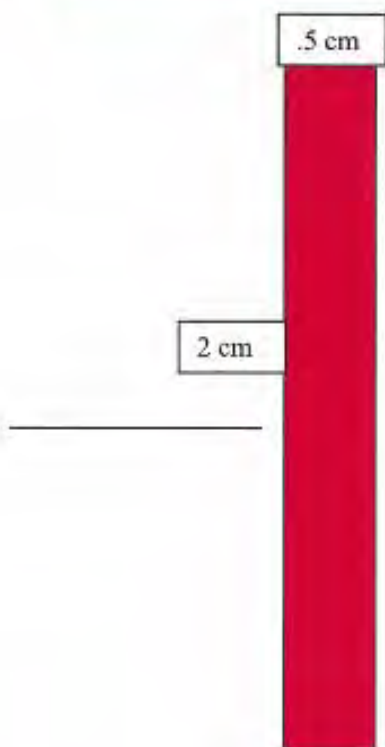
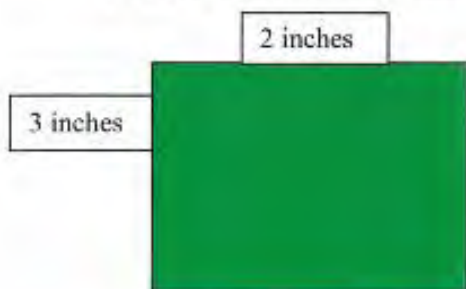
5. The area of a box that is 12 centimetres wide and 3 centimetres long is 38 cm²
 - TRUE FALSE



6. Use a ruler to measure the length of the following lines in centimetres.



7. Find the area of the following shapes.



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 2 (for example, 38 cm^2) that told us the area was in centimetres squared? When measuring volume, you will notice a little 3 (for example, 100 cm^3). This tells us that we are measuring in *cubic* centimetres.

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.

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

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

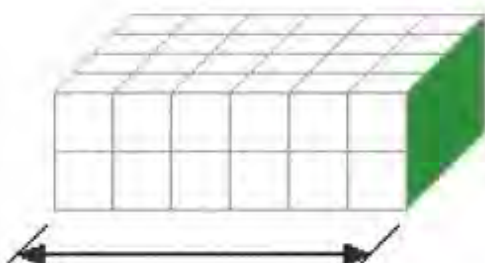
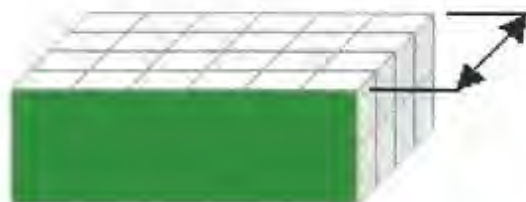
$$\text{Volume} = 24 \times 2 = 48 \text{ cubic units}$$



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

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

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



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

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

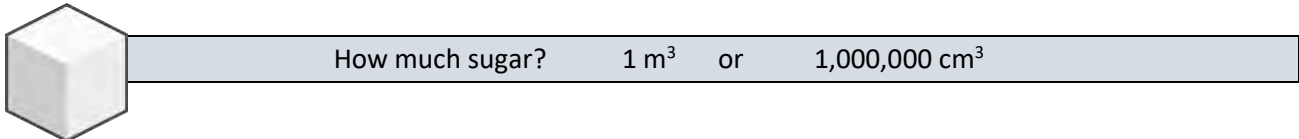
$$\text{Volume} = 8 \times 6 = 48 \text{ cubic units}$$

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

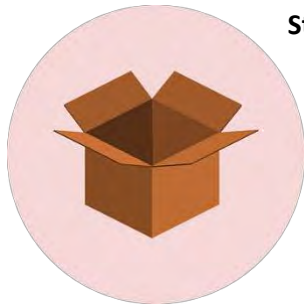
Units for measuring volume

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.



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

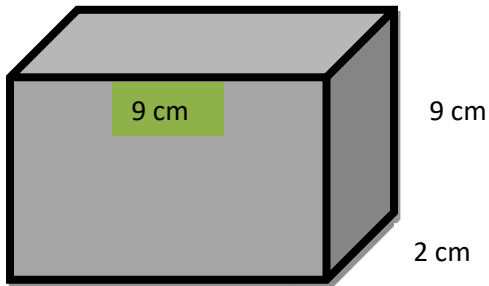
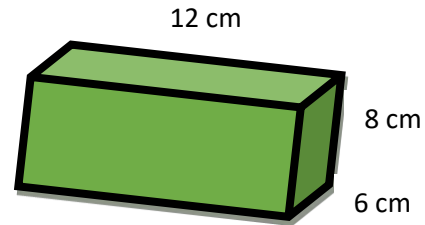
There are $1,000,000 \text{ cm}^3$ in 1 m^3 .
Be careful not to have too much sugar!

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

$$\begin{aligned}\text{Volume} &= 12 \text{ cm} \times 8 \text{ cm} \times 6 \text{ cm} \\ &= 96 \times 6 \\ &= 576 \text{ cm}^3\end{aligned}$$



Volume = Area x Height

$$\begin{aligned}\text{Volume} &= 9 \text{ cm} \times 2 \text{ cm} \times 9 \text{ cm} \\ &= 18 \times 9 \\ &= 162 \text{ cm}^3\end{aligned}$$

You have a truck that is 9 metres long, 2 metres wide and 4 metres high. How many pallets (2 m³ each) would fit in this truck?

Answer:

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

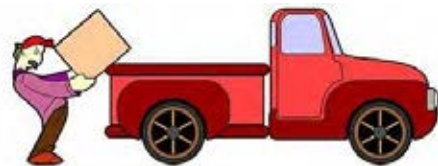
$$\text{Volume} = \text{Area} \times \text{height} = 18 \times 4$$

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

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

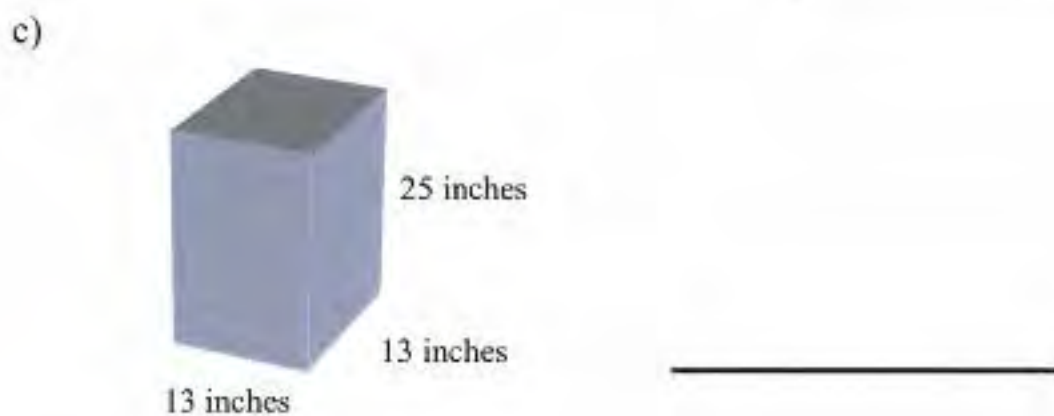
$$72 \text{ m}^3 \text{ divided by } 2 \text{ m}^3 = 36$$

You could fit 36 pallets into this truck.



Learning Activity #6 – What's the Volume?**OALCF Competency Task Groups and Levels****C3.2 Use measures**

Calculate the volume for the following:



Learning Activity #7 – Will that Fit?**OALCF Competency Task Groups and Levels****A1.2 Read continuous text****C3.2 Use measures**

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

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

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

4. You have a truck that is 53 metres long, 3 metres wide, and 3 metres high. How many boxes will fit if the boxes are 12 inches by 24 inches? Can you figure this out or is there missing information?

Learning Activity #8 – What Will I Measure?**OALCF Competency Task Groups and Levels****B2.2 Write continuous text**

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

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) _____.

Module 4 – Measurement			
Unit 1 – Time			
I can tell time on an analog or a digital clock.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
I can complete a time sheet.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
Unit 2 – Measuring Tape			
I can explain how to use a measuring tape.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
I can understand how to break one inch down into halves, quarters, eighths, and sixteenths.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
I can identify the markings on a measuring tape.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No

Unit 3 – Calculating Area			
I know what area is.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
I can calculate the area of a square or rectangle.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
I can figure out how many boxes of a certain size will fit across a pallet.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
Unit 4 – Calculating Volume			
I understand what volume is and can calculate volume.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
I am able to calculate the volume of a truck.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
I understand how I might use measurement as a material handler.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No

Comments:

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!



Warehouse Worker & Material Handler Curriculum

Module 5: Equipment

Module 5: Equipment

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Module 5: Equipment

OALCF Skill Competency Chart

The Ontario Adult Literacy Curriculum Framework (OALCF) is a competency-based framework that supports the development of adult literacy programming delivered through Ontario's Literacy and Basic Skills (LBS) Program.

This chart aligns and articulates each activity in this module to the Ontario Adult Literacy Curriculum Framework. Each activity is listed and articulated by Task Group and skill level.

	Competency	Find and Use Information			Communicate Ideas and Information			Understand and Use Numbers				Use digital technology	Manage learning	Engage with others
	Task Group	Read continuous text	Interpret documents	Extract info from films	Interact with others	Write continuous text	Complete and create documents	Manage money	Manage time	Use measures	Manage data			
Activity #	Task Group #	A1	A2	A3	B1	B2	B3	C1	C2	C3	C4	D	E	F
1	Hand Tools	1				1								
2	True or False	1					1							
3	Utility Knives					1								
4	Tape Gun or Staple Gun	1					1							
5	Strapping Cloze	1					1							
6	True or False	1				1	1						1	
7	Manual Equipment Crossword Puzzle	1					2							
8	Cart Overview	1				1/2								
9	Pallets and Pump Trucks					1/2								
10	Forklift Certification	2				1						2		
11	Forklift Diagram						1a							
12	Forklift Accidents	2				2						2		
13	Lift Tables and Conveyors Word Search						2							
14	Computers and Material Handling					2								
15	What's in Stock?		2			1								

Unit #1 – Manual Equipment

The type of equipment you use will depend on the sector of material handling in which 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 module replace proper training through your employer.

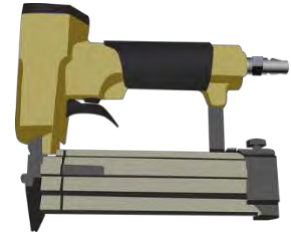
Some of the equipment you use in this job might even be items you use every day, such as scissors. Other types of equipment can be complicated or even dangerous to use. This is why you always need proper training in their use directly from your employer. Any piece of equipment that is electric (i.e., 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 and oil, etc. The training offered in this module does not replace the training that you will receive from your employer.

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. Many of these are tools you may have already used for projects around your home or yard. These tend to be the tools that most people are familiar with.



What are some basic tips when using hand tools?

Source: Canadian Centre for Occupational Health and Safety www.ccohs.ca

- 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 a 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 (e.g., 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 toolbox 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 any type of tool. Startling a tool operator could end up causing an accident or injury.



Learning Activity #1 – Hand Tools**OALCF Competency Task Groups and Levels****A1.1 Read continuous text****B2.1 Write continuous text**

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?

2. Who should give you proper training on the equipment you will use at work?

3. What is the definition of manual equipment?

4. List three basic tips for handling hand tools.

- ---
- ---
- ---

5. What is an example of a manual tool you have used before?

Learning Activity #2 – True or False**OALCF Competency Task Groups and Levels****A1.1 Read continuous text****B3.1 Complete and create documents**

Circle the correct answer, true or false, for each of the following statements:

- | | | |
|---|------|-------|
| 1. Sometimes it's ok to use whatever tool is closest for a job. | True | False |
| 2. You need proper training to use hand tools. | True | False |
| 3. It's ok to use a splintered hammer. | True | False |
| 4. Keep your tools clean and dry. | True | False |
| 5. Always wear big, bulky gloves when using tools. | True | False |
| 6. Do not carry a sharp tool in your pocket. | True | False |
| 7. Hand tools directly to other workers, handle first. | True | False |
| 8. It's ok if your work area gets a little cluttered. | True | False |
| 9. Always wear the required PPE when working with tools. | True | False |
| 10. Sometimes it's fun to surprise a coworker who is using tools. | True | False |

Utility Knife

Source: Wikipedia, 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. It is 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 of these knives 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 you can use the knife to cut the tape that is sealing a package without damaging the contents of the package.

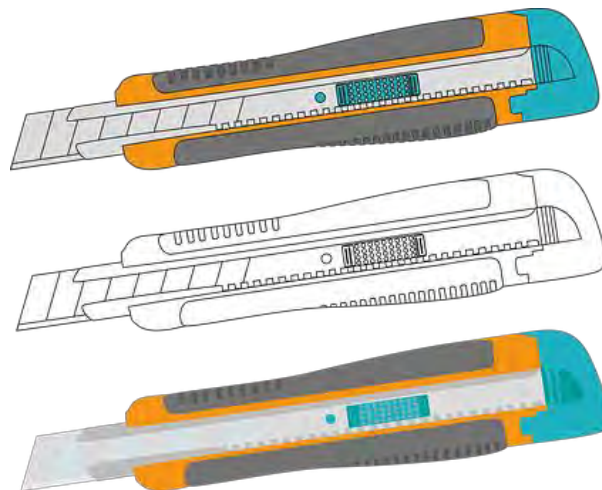
When the blade becomes dull, it can be quickly reversed or switched for a new one. New or used blades are stored in the hollow handle of some models, and can be accessed by removing a screw and opening the handle. Other models feature a quick-change mechanism that allows the blade to be replaced without 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 it move more smoothly.
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.



Learning Activity #3 – Utility Knives**OALCF Competency Task Groups and Levels****B2.1 Write continuous text**

Answer the following questions in complete sentences:

1. What is the most common use of a utility knife in the material handling field?
2. What should be done when not operating the utility knife?
3. What another name for a utility knife?
4. What should be done when a utility knife gets dull?

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.

The clipboard is a common item found in most 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 several 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 often clipboards are used. Start looking at 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, or 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 gun" 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 nails instead of staples.

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 also often used to tack down any loose corners or edges.

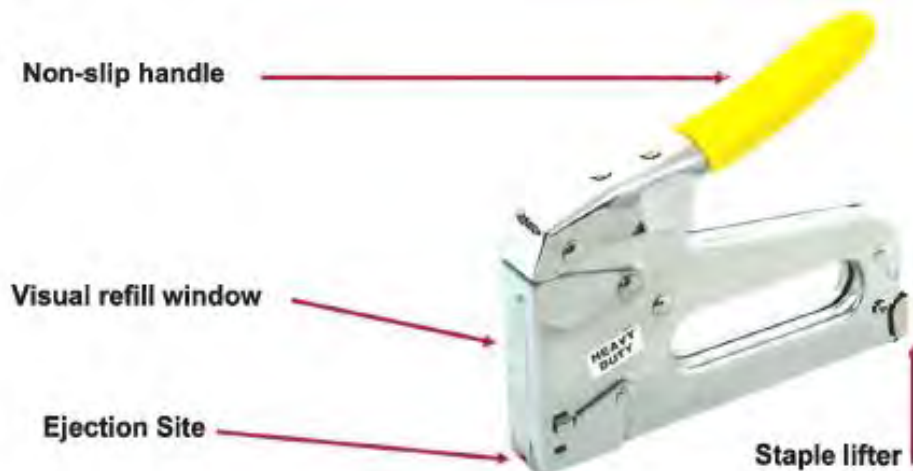
How do I use a staple gun?

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.

- Press and hold the latch on the back of the stapler to open the body.
- Take the tray out and fill it with staples.
- 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 also activated by pushing the handle down. However, the handle is 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 a stapler 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 and 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.



Learning Activity #4 – Tape Gun or Staple Gun?**OALCF Competency Task Groups and Levels****A1.1 Read continuous text****B3.1 Complete and create documents**

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

1. Use this to seal boxes intended for shipping.

Staple Gun

Tape Gun

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

Staple Gun

Tape Gun

3. This is also called a trigger tacker.

Staple Gun

Tape Gun

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

Staple Gun

Tape Gun

5. This puts staples in straight, like a nail.

Staple Gun

Tape Gun

6. Fill this with packing tape.

Staple Gun

Tape Gun

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

Staple Gun

Tape Gun

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

Staple Gun

Tape Gun

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

Staple Gun

Tape Gun

10. Never point this at someone else.

Staple Gun

Tape Gun

11. This piece of equipment is not electric.

Staple Gun

Tape Gun

12. Wear safety goggles or glasses when using this.

Staple Gun

Tape Gun

Strapping Machine

Source: Wikimedia 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 to move them all at once (we'll get to that in the next unit).

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.

Learning Activity #5 – Strapping Cloze**OALCF Competency Task Groups and Levels****A1.1 Read continuous text****B3.1 Complete and create documents**

Use the words from the box to complete the following text.

agricultural	handling	pallets
boxes	hours	strapping
bricks	load	transport
forklift	move	

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

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

Other uses for _____ include:

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

Cart

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, or 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. In this case, users must push 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 handles that create 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 type of 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 two swivel casters at the handle end and two rigid casters at the other end. This makes it easy to control the direction.

A variation of this traditional design is two swivels at the handle end and two 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 number of smaller products.

Like everything else, 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 since you would need 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:

- 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 Chart

The following chart provides an at-a-glance look at the characteristics of each type of cart.

Cart	Several Surfaces	Turns Easily	Heavy Load	Has Handles	Awkward Load
Dolly			✓	✓	
Platform		✓	✓	✓	
Shelf	✓		✓		
Platform Truck	✓	✓	✓	✓	
Specialty			✓		✓

Learning Activity #6 – True or False**OALCF Competency Task Groups and Levels****A1.1 Read continuous text****B2.1 Write continuous text****B3.1 Complete and create documents****E.2 Manage Learning**

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-ton 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. If you aren't sure which ones are correct, ask your instructor,

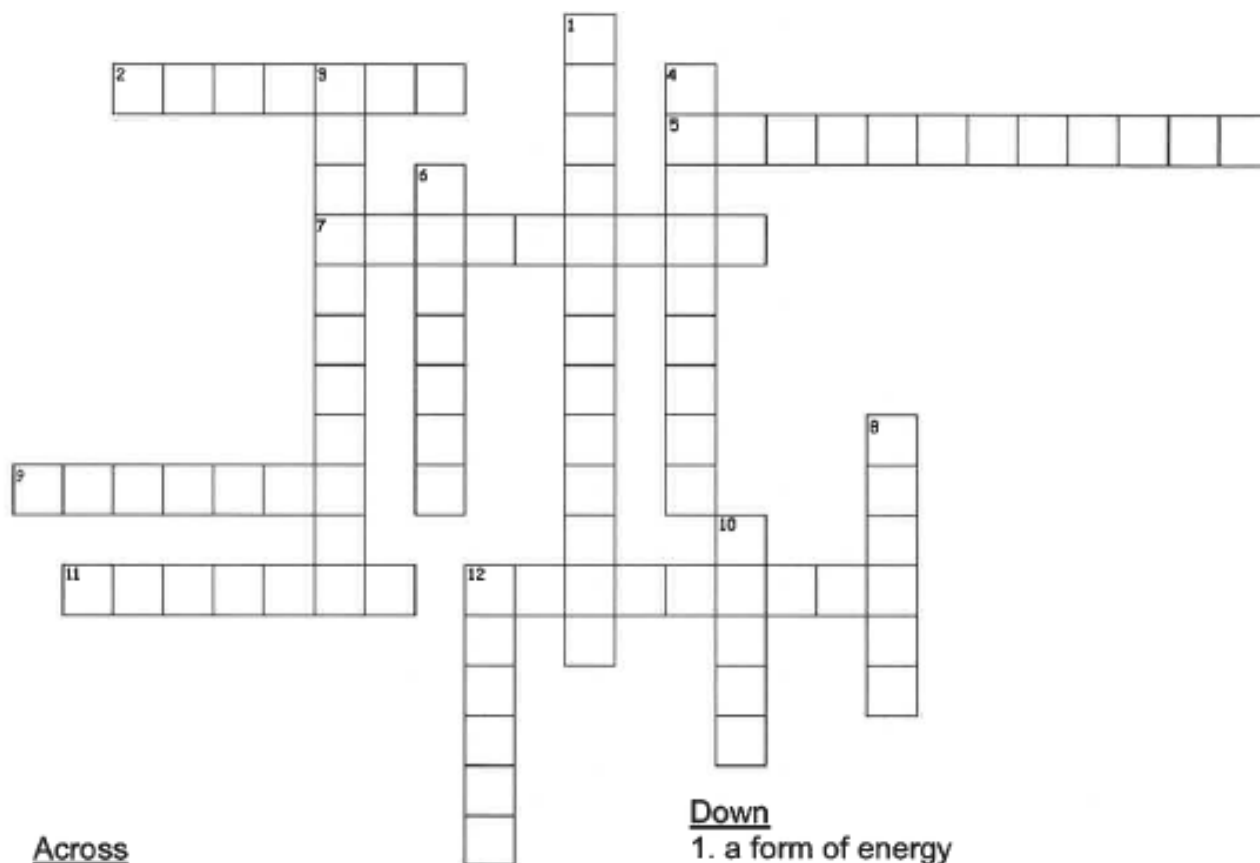
Learning Activity #7 – Manual Equipment Crossword Puzzle

OALCF Competency Task Groups and Levels

A1.1 Read continuous text

B3.2 Complete and create documents

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

Learning Activity #8 – Cart Overview**OALCF Competency Task Groups and Levels****A1.1 Read continuous text****B2.1 or B2.2 Write continuous text**

Look back at the “Cart Overview Chart” and use the data in it to answer the following.

For each type of cart listed, give a brief description of what could be hauled using that cart.

Dolly:

Platform:

Shelf:

Platform Truck:

Specialty:

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
- Forklifts
- Lift tables
- 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.

Pallet

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 and 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?

Simply put, 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 industry 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 run from 36 inches square to 48 inches square. Half of the most produced pallets are completely square.

Pump Truck

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 since 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. This is a helpful safety feature.



Learning Activity #9 – Pallets and Pump Trucks**OALCF Competency Task Groups and Levels****B2.1 Write continuous text****B2.2 Write continuous text**

Answer the following questions in complete sentences.

1. What is a pallet?

2. Why are pallets square or nearly square?

3. List 3 industries that use pallets.

4. What is another name for a pump truck?

5. How do you safely operate a pump truck?

6. What is a helpful safety feature on a pump truck?

7. What is a pump truck used for?

Forklift

Source: Canadian Centre for Occupational Health and Safety, www.ccohs.ca

Forklifts should only be operated by experienced workers who are trained and certified, or licensed, as professional operators. This information is provided for background information only.

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. 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 are 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 overview 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 www.workplace-safety.com.au/get/316.dot, and print a copy. Keep this copy with your notes.

Keyword Internet Search: Forklift Checklist

*Look for a website from either the Government of Ontario
or the Government of Canada on this topic.*



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. It's a 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.

Learning Activity #10 – Forklift Certification**OALCF Competency Task Groups and Levels****A1.2 Read continuous text****B2.1 Write continuous text****D2 Use digital technology**

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, license, (your province).

Now answer the following questions.

1. What is the age restriction to operate a forklift in your area?

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

3. Where can you go to get forklift training?

4. What is the cost for forklift training in your area?

Learning Activity #11 – Forklift Diagram**OALCF Competency Task Groups and Levels****B3.1a Complete and create documents**

Use the words provided to label the following diagram.



Carriage

Frame

Overhead guard

Crosshead

Mast

Mast operating lever

Engine compartment

Hydraulic system

Forks

Lifting chain

Learning Activity #12 – Forklift Accidents**OALCF Competency Task Groups and Levels****A1.2 Read continuous text****B2.2 Write continuous text****D2 Use digital technology**

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

www.ccohs.ca/oshanswers/safety_haz/forklift/accident.html

Read the section about “Common Factors in Forklift Accidents”, and answer the following questions based on the text.

1. List three factors that contribute to forklift accidents.

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

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

4. How can workplace design contribute to forklift accidents?

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



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 weighing up to many tonnes.

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 various other 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
- Lifting objects or leveling 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 actual 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. These are the most well-known uses of conveyor belts.



Learning Activity #13 – Lift Tables and Conveyors Word Search**OALCF Competency Task Groups and Levels****B3.2 Complete and create documents**

Find the hidden words listed below.



commercial

lift

safety

industrial

raise

feature

packaging

electrical

motor

conveyor

location

various

industry

rotate

hydraulic

pulley

equipment

operator

design

mechanism

Unit #3 – Computers

Like in many other occupations, 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.

Like in other occupations, computer systems have completely infiltrated the material handling 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 or computerized equipment, you may want to look into taking a digital literacy 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 factories, 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 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 quantity desired. This is the reason for the alphanumeric display and keyboard. Some material handlers will need to learn this application and each type of scanner is different.



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 could mean 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:

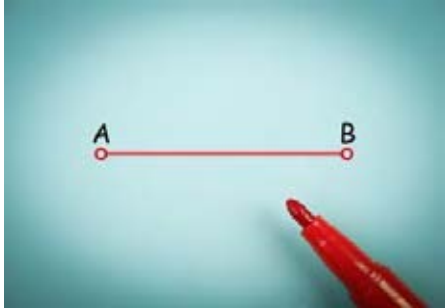
- Dates
- Shipment/Order numbers
- SKUs (Stock Keeping Units)
- Truck numbers
- Arrival/Departure Times

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, require that a company maintain certain amounts of inventory to use for "lead time." Basically, it takes time to get the goods from point A to point 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 or companies wanting a certain 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

Learning Activity #14 – Computers and Material Handling**OALCF Competency Task Groups and Levels****B2.2 Write continuous text**

1. Define the following terms in your own words.

Technology:

Inventory:

Database:

Alphanumeric:

Application:

2. Unscramble the following letters to make words used in this Unit.

a) ptuomcer: _____

b) nnniscag: _____

c) dnahhdle: _____

d) eoarcdb: _____

e) yehlooctng: _____

f) iesphnmt: _____

g) glo: _____

h) aadt: _____

i) tcark: _____

Learning Activity #15 – What's in Stock?**OALCF Competency Task Groups and Levels****A2.2 Interpret documents****B2.1 Write continuous text**

Use the inventory log on the next page to answer the following questions.

1. What company is this inventory log for?

2. What is the date on the third entry?

3. What date did S. Gillibrand work?

4. How many rocking chairs were manually counted?

5. How many small tables is the company ordering?

6. Which item has the following stock number – 54812?

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

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) _____.

Module 5 – Equipment			
Unit 1 – Manual Equipment			
I can name the equipment used in material handling.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
I can identify several ways to safely use hand tools.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
I can list the steps to using a utility knife.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
I can name the different warehouse carts and their characteristics.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
Unit 2 – Lifting Equipment			
I can name three types of lifting equipment.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
I feel that I have an understanding of how pump trucks work.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
I can name the parts of a forklift.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
I can explain forklift regulations in my area/province.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
I can link to the CCOHS website and answer questions about forklift accidents.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No

Unit 3 – Computers			
I can discuss how computers affect the material handling industry.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
I am able to list the different types of computers or computerized equipment used in material handling.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
I can read basic inventory logs.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No

Comments:

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

Almost done...on to Module # 6!



Warehouse Worker & Material Handler Curriculum

Module 6: Health and Safety

Module 6: Health and Safety

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Module 6: Health and Safety

OALCF Skill Competency Chart

The Ontario Adult Literacy Curriculum Framework (OALCF) is a competency-based framework that supports the development of adult literacy programming delivered through Ontario's Literacy and Basic Skills (LBS) Program.

This chart aligns and articulates each activity in this module to the Ontario Adult Literacy Curriculum Framework. Each activity is listed and articulated by Task Group and skill level.

	Competency	Find and Use Information			Communicate Ideas and Information			Understand and use numbers						
	Task Group	Read continuous text	Interpret documents	Extract info from films etc.	Interact with others	Write continuous text	Complete and create documents	Manage money	Manage time	Use measures	Manage data	Use digital technology	Manage learning	Engage with others
Activity #	Task Group #	A1	A2	A3	B1	B2	B3	C1	C2	C3	C4	D	E	F
1	What Should You Do?		1			1								
2	Whose Job Is It?		1				1							
3	Hazard to Report					2	2							
4	Personal Protective Equipment	1				2								
5	My Hard Hat	1	1			1	1							
6	What's Missing?	1					1a							
7	Glasses, Goggles or Face Shield?	2					1a							
8	How Did This Happen?	1				2	2a							
9	PPE Overview				2	3	1							
10	Keeping It Safe	2				1								
11	Name That Hazard						1							
12	Vocabulary Word Search						1							
13	WHMIS Post Test	2				2								

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 a very brief overview about the Workplace Hazardous Material Information System (WHMIS).

Legislation means the rules created by the Canadian (or Ontario) 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 Employment Standards 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

The Occupational Health and Safety Act

Ontario's Occupational Health and Safety Act applies 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.

Learn more about Ontario's Occupational Health and Safety Act through these FAQs:

www.labour.gov.on.ca/english/hs/faqs/ohsa.php#

Ontario is also governed by the Employment Standards Act. Learn more at:

www.labour.gov.on.ca/english/es/index.php



Workers' Rights

Federal and provincial 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.

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.

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. If you don't want to be on the committee, you can also provide suggestions through your supervisor or a representative of the committee.

Workers' Responsibilities

Source: Canadian Centre for Occupational Health and Safety (CCOHS). www.ccohs.ca .

In addition to having rights when it comes to safety, workers also have responsibilities. It's important to know your responsibilities. **Workers are responsible for:**



Worker + Employer = Safer Workplaces



Learning Activity #1 – What Should You Do?

OALCF Competency Task Groups and Levels**A1.2 Read continuous text****B2.1 Write continuous text**

Read the following scenarios. For each of the scenarios, describe the actions or steps that the employee should take.

1. An employee of a moving company is asked to handle a job alone. The job in question involves moving a grand piano down two flights of stairs.

2. An employee works on a loading dock loading freight onto trucks using cranes and hoists. Some co-workers decide to play a joke on another co-worker and attach his belt to the crane.

3. An employee drives a forklift in a retail store. They notice that one of the buttons is sticking but the forklift seems to be working just fine.

4. An employee duties include manually loading a truck. One hour into their shift they notice that they have forgotten their safety footwear.

5. An employee drives the forklift in the warehouse. On their shift they see that a co-worker has a small crack in her helmet.

Learning Activity #2 – Whose Job Is It?

OALCF Competency Task Groups and Levels

A1.2 Read continuous text

B3.1 Complete and create documents

Read the following workplace scenarios. Then list whether the worker or employer is responsible to act for each scenario.

1. _____ The conveyor belt breaks down in the middle of a shift.
2. _____ A worker notices that their hard hat is cracked.
3. _____ The forklift has been broken for two days.

4. _____ There are no working fire extinguishers in the warehouse.
5. _____ A worker piles several boxes full of freight on a high shelf.
6. _____ The loading dock has old pallets and machinery lying around.
7. _____ A worker drops a pallet on your foot.
8. _____ A supervisor mentions casually to employees at break time that there are new safety procedures posted in the lunch room.
9. _____ There are six employees working in the same area. There are dangerous chemicals being lifted with a crane above your heads. There are only five pairs of goggles.
10. _____ While lifting a heavy box, an employee feels their back give out.

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). Learn more at www.wsib.ca/en.

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".

Supplementary Learning Activity

To learn more about this, search the Internet using the following key word phrases:

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.

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 three months or so, as required. Generally, a checklist is used.

Inspection reports are communicated to all levels of the organization. Posting inspection reports online or on a bulletin board, sending them out via email, reviewing them 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 report it, and then ensure that corrective action is taken. Reporting the issue is only half the job.



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 Hazard:

Suggested corrective action:

Signature:

Supervisor's remarks:

Corrective action taken:

Signature of Supervisor:**Date:**

Learning Activity #3 – Hazard to Report

OALCF Competency Task Groups and Levels**B2.2 Write continuous text****B3.2 Complete and create documents**

An employee works in a very large and busy distribution centre. They 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.

Name:**Date:**

Location:

Equipment:

Description of Hazard:

Suggested corrective action:

Signature:

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:

- Hard hats
- Gloves
- Face Shields
- Safety footwear
- 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 always important to be aware that if your PPE is not fitting properly, it is not doing its job.



Learning Activity #4 – Personal Protective Equipment

OALCF Competency Task Groups and Levels**A1.1 Read continuous text****B2.2 Write continuous text**

Answer the following questions in complete sentences.

1. List three types of personal protective equipment (PPE).

- _____
- _____
- _____

2. Why should you use personal protective equipment?

3. Explain why it is important for your PPE to fit you properly.

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

Source: Canadian Centre for Occupational Health and Safety. www.ccohs.ca

There are two 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:

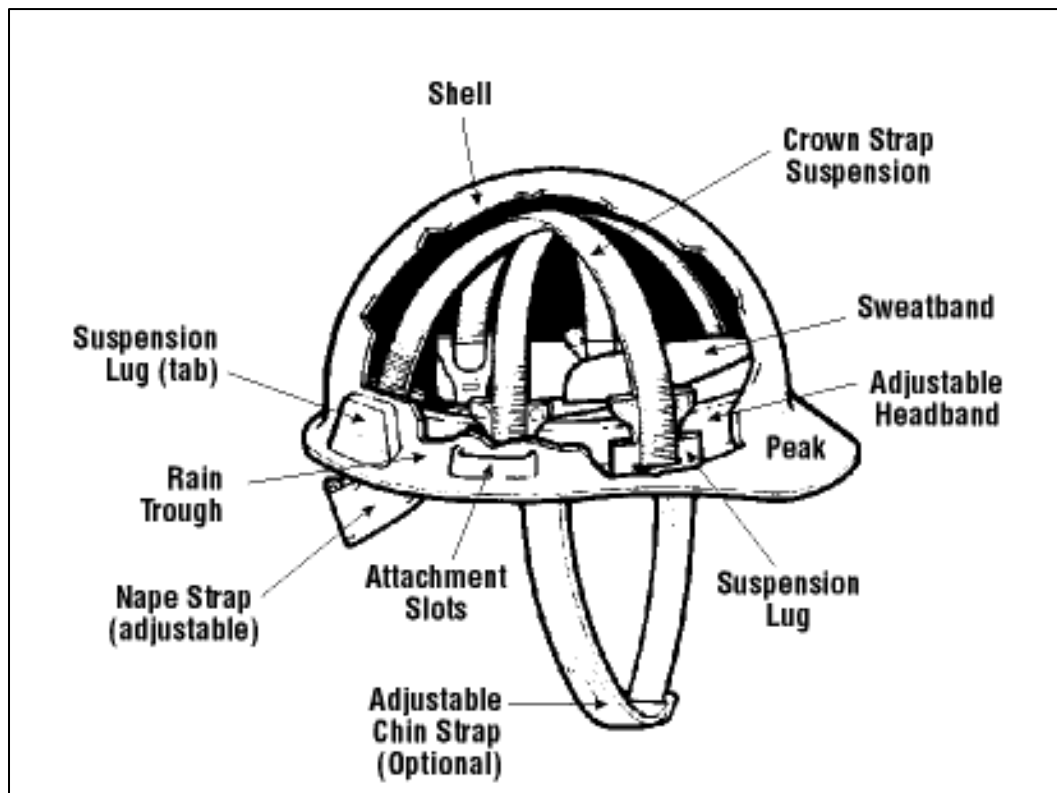
- Inspect and replace a shell that shows signs of wear, scratches, or gouges. Shells that are exposed to heat, sunlight, and chemicals can become stiff and brittle. Tiny cracks can develop. Over time, hats can become dull in colour or have a chalky appearance.
- Replace headwear when cracks begin to 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.



Learning Activity #5 – My Hard Hat

OALCF Competency Task Groups and Levels

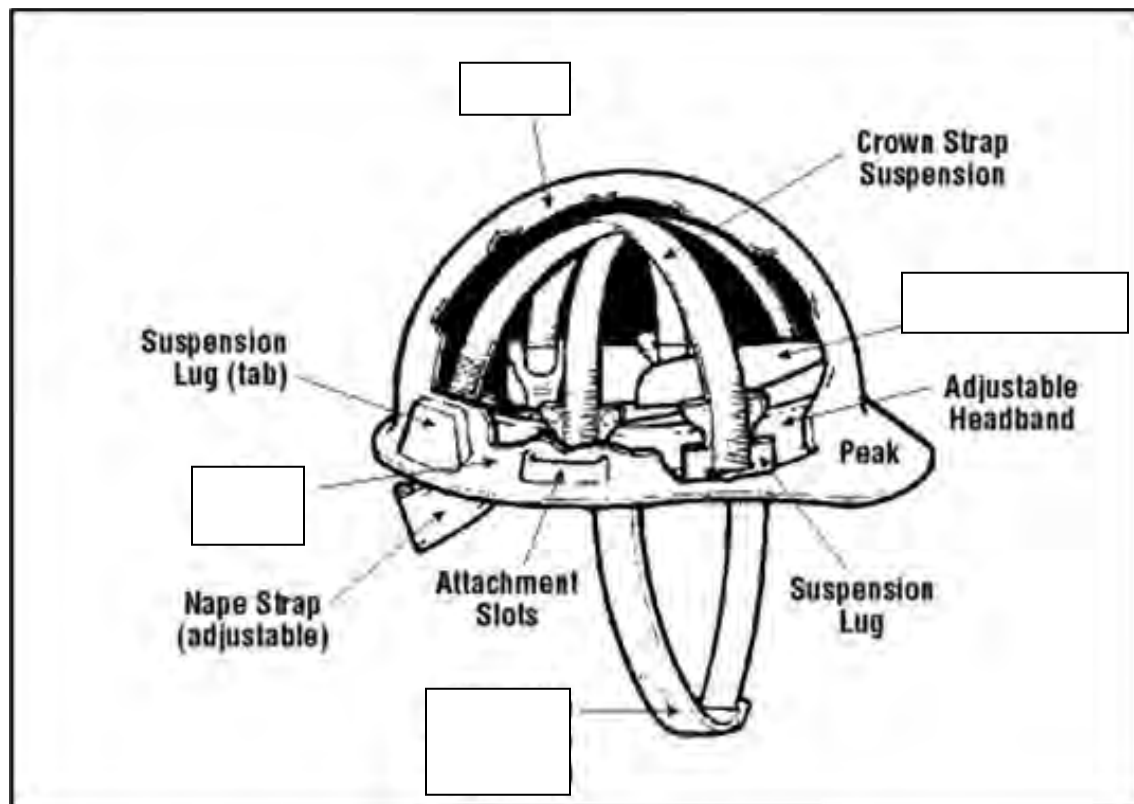
A1.1 Read continuous text

A2.1 Interpret documents

B2.1 Write continuous text

B3.1 Complete and create documents

1. Label the following diagram with the words provided in the box below.



Shell, Rain trough, Sweatband, Chin Strap

2. Why should you never paint the shell of your hardhat for identification purposes?
3. Why do you need to adjust the headband size on a hardhat?

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. In your job, 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
- Other 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.

Guidelines for Gloves

Source: Canadian Centre for Occupational Health and Safety. www.ccohs.ca

You must choose hand protection that protects you from the hazard(s) of a specific job and adequately allows 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, that 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.

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.



Learning Activity #6 – What’s Missing?

OALCF Competency Task Groups and Levels**A1.1 Read continuous text****B3.1a Complete and create documents**

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:

1. Follow the manufacturer's _____ for care of your gloves.
2. Be aware that some _____ may cause reactions in some workers, such as allergies to _____. If you are allergic to latex, use _____ where possible.
3. Be certain that your gloves _____ properly.
4. Don’t wear gloves with metal parts near _____ equipment.
5. Do not use _____ or _____ gloves.
6. _____ gloves as instructed by the supplier.
7. Inspect gloves for defects before _____.

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:

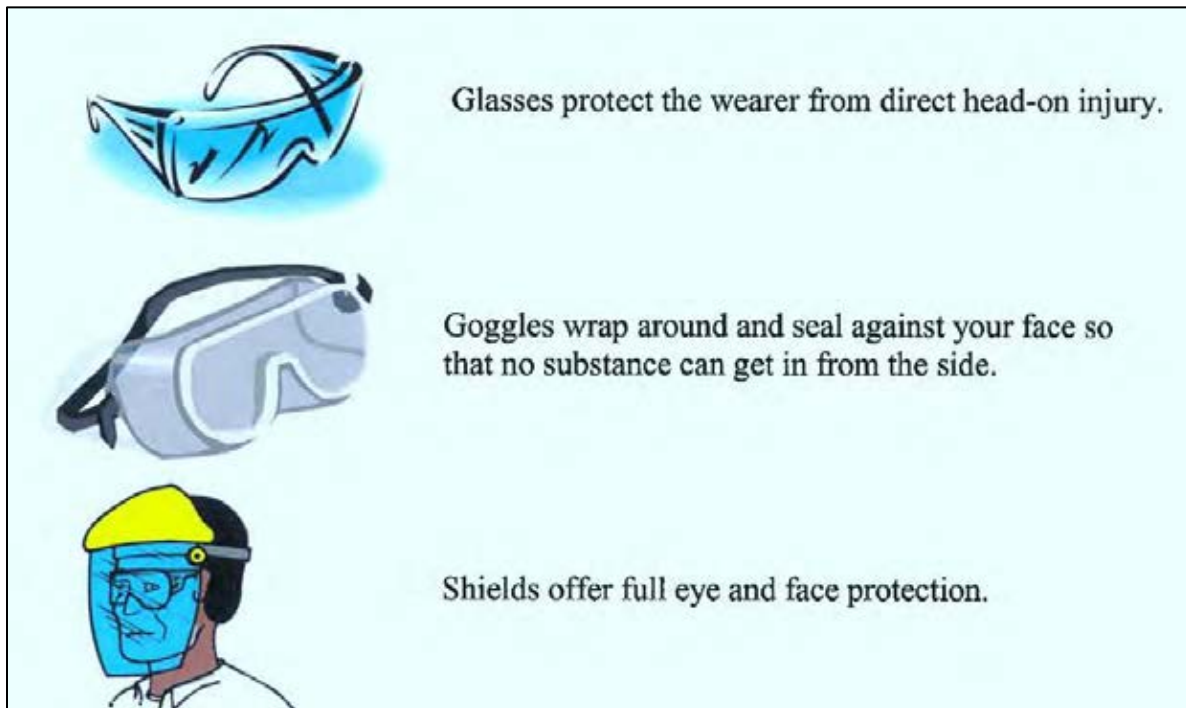
- Dust, dirt or metal entering the eye
- Chemical splashes
- Objects swinging or falling into the face

Just as there are many different types of work gloves available, there are many kinds of face shields that can be used in the material handling industry.

Face shields are divided into three main categories:

- Glasses
- Goggles
- Shields

Each face shield is used for a different reason:



Depending on your job, you may be asked to wear one of these pieces of personal protective equipment.

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. If you are already wearing prescription glasses, the PPE glasses will have to fit over top of them.

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 safety glasses, they will take care of you!

Learning Activity #7 – Glasses, Goggles, or Face Shield?

OALCF Competency Task Groups and Levels**A1.2 Read continuous text****B3.1a Complete and create documents**

Read the following tasks. Circle which type of personal protective equipment 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 four boxes of cleaners

- a) Glasses
- b) Goggles
- c) Face Shield
- d) None

4. Use a pump cart to load and move three 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

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.



Common Causes of Foot Injuries

The following table shows some possible foot injuries and their causes:

Source: Canadian Centre for Occupational Health and Safety. www.ccohs.ca

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

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 Standards Association (CSA) Green Patch label. Ensure that the boots have the proper rating for the hazard and the proper sole for the working conditions.

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

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?

- 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.

Learning Activity #8 – How Did This Happen?

OALCF Competency Task Groups and Levels

A1.1 Read continuous text

B2.2 Write continuous text

B3.2a Complete and create documents

Complete the table by writing the 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	

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 their 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, using your cell phone's earbuds 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. Always check the manufacturer's guidelines!
- Comfortable enough to be accepted and worn.



Follow the manufacturer's 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.

Tips for Using Ear Protectors

Source: Canadian Centre for Occupational Health and Safety.

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 earmuffs 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

Click on the following website to view some real-life examples of how decibels of everyday noise are rated. For example, a dishwasher is rated at 80 decibels.

www.industrialnoisecontrol.com/comparative-noise-examples.html

Learning Activity #9 – Personal Protective Equipment Overview

OALCF Competency Task Groups and Levels**B1.2 Interact with others****B2.3 Write continuous text****B3.1 Complete and create documents**

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

2. In your opinion, which item of PPE discussed in this module is the most important? Why? If possible, discuss your answer with fellow learners or your instructor. Write a paragraph explaining your choice.

Unit #3 – Hazards and Preventative Measures

Manual material 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:

- 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

Hazardous means something that could harm you.

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



Source: Canadian Centre for Occupational Health and Safety.

Biological Hazards

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 Hazards

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 high 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. (MSDSs will be discussed in the next unit of this module). Remember to wear your protective equipment and always follow policies and procedures put in place by your company.

Ergonomic Hazards

When working as a material handler, there are many situations 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.

Supplementary Learning Activity

The following link will take you to a website about repetitive motion injuries. There you can read about prevention and treatment of injuries.

www.emedicinehealth.com/repetitive_motion_injuries/article_em.html

If you work at a conveyor belt, repetitive motions may be a concern. For this job you usually bend, lift, reach, and move quickly 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 objects 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.

Other 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 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

Learning Activity #10 – Keeping It Safe

OALCF Competency Task Groups and Levels**A1.2 Read continuous text****B2.1 Write continuous text**

1. List three chemical hazards.

2. List two ergonomic hazards.

3. List four other steps you could take to reduce the risk of workplace injury.

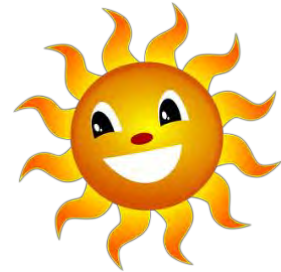
Physical Hazards

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!



Safety Hazards

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 Hazards

Sometimes there are psychological hazards that may affect a job. Some people find it very hard to work in busy environments 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. All this can add psychological stress to your life, especially if you aren't used to deadlines and working quickly under pressure.



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 – your mental health matters!

Here are some helpful and free resources to support your mental health needs from Community Literacy of Ontario's "Reach Out For Mental Health" campaign: www.communityliteracyofontario.ca/wp/wp-content/uploads/Mental-Health-Campaign-Resources-Oct-2020.pdf

Learning Activity #11 – Name That Hazard!**OALCF Competency Task Groups and Levels****B3.1 Complete and create documents**

Match the following hazards with their causes.

1. Ergonomic _____	A. Wet floors
2. Biological _____	B. Using a bag sealer all day
3. Physical _____	C. Standing all day
4. Chemical _____	D. Stress
5. Safety _____	E. Loading freight in August
6. Psychological _____	F. Mouse Poop

Unit #4 – WHMIS Overview

Introduction to WHMIS

While this section will provide you with a VERY brief introduction to WHMIS, keep in mind that you will still need to take the training through your employer. This unit, in no way, replaces receiving this very valuable training directly from an employer.

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 three 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.

For in-depth and up-to-date information on WHMIS, check out this website from the Government of Ontario: www.ontario.ca/page/workplace-hazardous-materials-information-system-whmis

Supplementary Learning Activity

The following link will take you to a website with all the guidelines and details regarding WHMIS. It is a Canadian site and will provide the up-to-date information you need to know about the subject of workplace safety. Take some time to explore the site. It is full of useful information. www.ccohs.ca/oshanswers/chemicals/whmis_ghs/program.html

WHMIS is the Law

For many 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. It was most recently updated in 2015.

Hazardous Material

Source: Skilled Trades Helper Essential Skills Training. ©Literacy Link Eastern Ontario

You can find hazardous substances in the workplace in the following forms:

1. Solid

- a. Dust: made by grinding, crushing, or handling. Fine particles of dust can remain suspended in the air.
- b. Fumes: formed when a volatilized solid, such as metal, condenses in cool air. This occurs in welding operations.
- c. Smoke: formed when a material containing carbon is burned.

2. Liquid

- a. Mist: suspended droplets formed when gases move into a liquid state, or when a liquid is broken down by splashing or foaming (e.g., paint mist from spraying).
- b. Vapour: gaseous forms of substances which are normally a solid or liquid. You may find vapours in cleaning agents and paint thinners.

3. Gas

- a. 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, or splashes on you
- 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:



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.



Learning Activity #12 – Vocabulary Word Search**OALCF Competency Task Groups and Levels****B3.1 Complete and create documents**

Find the following vocabulary words in the word search:

- Controlled
- Gas
- Hazard
- Label
- Liquid
- Material
- Safety
- Solid
- WHMIS

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

Material Safety 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 the employees 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.

A Material Safety Data Sheet (MSDS) is a document that contains information on the potential hazards (health, fire, reactivity and environmental hazards) and how to work safely with the chemical product. It is an essential starting point for the development of a complete health and safety program. It also contains information on the use, storage, handling and emergency procedures related to the hazards of the material.

The MSDS contains much more information about the material than the label. MSDSs are prepared by the supplier or manufacturer of the material. It is intended to tell what the hazards of the product are, how to use the product safely, what to expect if the recommendations are not followed, what to do if accidents occur, how to recognize symptoms of overexposure, and what to do if such incidents occur.

For each **controlled product** likely to be encountered on the job, Ontario employers must have an MSDS available at their site for workers.

Any product which falls within any of the hazard criteria set out in Part IV of the [*Controlled Products Regulations*](#) (CPR) is a WHMIS "controlled product".

While it probably won't be your job to read and understand the MSDSs, 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.

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 will 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 for which dangers to the body are unknown.

Physical Data You will find the physical properties of the material, such as its physical state (gas, solid, or liquid), odour, and appearance.

Fire or Explosion Hazard You will find the flashpoint of the material, and its 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 Material Safety Data Sheets 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:

- Must take and learn the information on controlled products which the employer must give you.
- Must tell the employer when information about a controlled product is not good enough to keep the workers healthy and safe.
- Should work with the employer through the health and safety representatives to make the training program as good as possible.
- Should understand something completely and, if not, should ask for it to be explained until it is understood.

Learning Activity # 13 – WHMIS Quiz

OALCF Competency Task Groups and Levels**A1.2 Read continuous text****B2.2 Write continuous text**

1. What are the three ways that WHMIS contributes to worker safety?

- _____
- _____
- _____

2. Name the three forms a dangerous substance can take.

- _____
- _____
- _____

3. What are the four ways that chemicals can enter your body?

- _____
- _____
- _____
- _____

4. List four pieces of information you would find on Material Safety Data Sheets.

- _____
- _____
- _____
- _____

5. In your opinion, why do workers need to learn about controlled products?

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) _____.

Module 6 - Health and Safety			
Unit 1 – Legislation			
I can complete a hazard report form.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
I can explain my obligation to workplace safety.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
Unit 2 – Personal Protective Equipment			
I can name five pieces of PPE.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
I can explain the importance of PPE and why you need it for certain tasks.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
I understand how to take care of my PPE.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
Unit 3 – Hazards and preventative measures			
I can identify and explain the types of job hazards.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
I have designed a workplace poster about health and safety.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
I understand the dangerous situations I might find myself in at work.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No

Unit 4 – WHMIS overview			
I can explain what WHMIS stands for and give a simple explanation of what it means.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
I can list the three main components of WHMIS.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
I know what an MSDS is and can list some of the information I might find on it.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No

Comments:

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

Almost done... On to Module #7!



Warehouse Worker & Material Handler Curriculum

Module 7: Job Skills

Module 7: Job Skills

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Module 7: Job Skills

OALCF Skill Competency Chart

The Ontario Adult Literacy Curriculum Framework (OALCF) is a competency-based framework that supports the development of adult literacy programming delivered through Ontario's Literacy and Basic Skills (LBS) Program.

This chart aligns and articulates each activity in this module to the Ontario Adult Literacy Curriculum Framework. Each activity is listed and articulated by Task Group and skill level.

	Competency	Find and Use Information			Communicate Ideas and Information			Understand and Use Numbers						
	Task Group	Read continuous text	Interpret documents	Extract info from films etc.	Interact with others	Write continuous text	Complete and create documents	Manage money	Manage time	Use measures	Manage data	Use digital technology	Manage learning	Engage with others
Activity #	Task Group #	A1	A2	A3	B1	B2	B3	C1	C2	C3	C4	D	E	F
1	Application Forms	2					1							
2	What's Wrong With This?	2				1								
3	Cover Letter	1				3						2		
4	Resumes					2								
5	How Could You Ask Me That?					2						2		

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, either in person or through an online host like Zoom. This allows the employer to decide if you are well suited to the job.

Many employers now use online applications via Indeed (<https://ca.indeed.com/>), the Canada Job Bank (www.jobbank.gc.ca/home) and the Ontario Job Site (www.ontario.ca/page/jobs-and-employment).

Whether you are applying online or using traditional methods, many of the questions and processes are similar. This section will take you through some of the processes, but keep in mind, as technology changes, these processes may become even more refined.

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.

Learning Activity #1 – Application Forms**OALCF Competency Task Groups and Levels****A1.2 Read continuous text****B3.2a Complete and create documents**

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 |

Other Information

The application form may also ask you to provide information about the following:

- Legal eligibility to work in Canada
- 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
- Are you bondable?
- Date you could start working



The amazing GCF Learn Free has helpful information about job applications on their learning website at: <https://edu.gcfglobal.org/en/jobapplications/> (Note: GCF stands for [Goodwill Community Foundation](https://edu.gcfglobal.org/en/jobapplications/). They have extremely helpful – and free – online learning resources).

Supplementary Learning Activity

If possible, work with a partner or a group of learners to brainstorm all the tips and tricks for successfully filling out an application form.

Some of your answers may include things like:

- ✓ Fill out every section
- ✓ Check your spelling

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 skills:

- Writing
- Reading
- Computer Use
- Thinking skills (job task planning and organizing)
- Continuous Learning

Cover letters are typically one-page documents. Usually, they have 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. Most often, 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 explain them more specifically in your resume).

**The 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!



For additional tips on how to write an effective cover letter, check out GCF Learn Free’s website: <https://edu.gcfglobal.org/en/coverletters/>

Learning Activity #2 – What’s Wrong With This?**OALCF Competency Task Groups and Levels****A1.2 Read continuous text****B2.1 Write continuous text**

The following cover letter is poorly written. Read the cover letter and list the changes you would make to it.

July 8th, 2020

Contact Name

Title

Company Name

Address City, Province, Postal Code

Dear Contact Person:

I'm writing to express my interest in the Warehous 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:

Learning Activity #3 – Cover Letter**OALCF Competency Task Groups and Levels****A1.1 Read continuous text****B2.3 Write continuous text****D.2 Use digital technology**

Now you're ready to write your own cover letter and resume.

Go to Indeed (www.indeed.com). Under “What”, type in the sort of job you are interested in. Under “Where”, select a community, region or province you would like to work in.



The image shows a screenshot of the Indeed job search interface. It features two search boxes: 'What' and 'Where'. The 'What' box contains the text 'warehouse worker' and a magnifying glass icon. The 'Where' box contains the text 'Barrie, Ontario'. To the right of these boxes is a blue button with the text 'Find jobs'.

When you get the results of your search, pick a job advertisement that interests you, and work with your instructor to write a cover letter.

If you need more help, most literacy agencies have resources about resumes and cover letters. Ask to borrow some of these. Or, reach out to your local Employment Services provider, as they often have workshops just on this topic. Your instructor can help you with the contact information for your area's Employment Services offices.

Also, have a look at some of the excellent online resources we've shared in this module.

Don't forget to proofread your letter. Typos and spelling mistakes can create a negative impression.

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 salesclerk at the mall will be able to transfer their sales skills to a job as warehouse order filler.



Depending on your skill set and the type of job you are looking for, some job hunters create **online portfolios** by creating their own website or other online presence. These portfolios may include text, electronic files, photos, work samples, images, multimedia, blog entries, and hyperlinks. These are especially useful for job hunters who are in a creative field such as design, writing, or photography.

An online portfolio is no different than any other creative project. It's an opportunity to create an amazing piece of work – online – that shows off your skills and conveys your unique voice, while looking just as crisp and professional as any of your other pieces.

There are many online websites that can further guide you if this is of interest to you, including the following:

<https://websitesetup.org/make-online-portfolio/>

<https://collegeinfo geek.com/online-portfolio/>

Some job hunters now choose to post their resume on online websites, where employers can look over resumes and contact potential candidates. One example of this is Indeed – www.indeed.ca – which is a website where jobs are posted by employers. As well, you can post your resume directly to Indeed.

Another such website is LinkedIn – www.linkedin.com/. LinkedIn is a social networking website, designed to help people find job, link with others and learn. It is mainly used for professional networking, including employers posting jobs and job seekers posting their resumes.

Types of Resumes

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. Read on to learn more about each type of resume.

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 jumped often 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.

More Tips for Resume Writing

Other things to remember when writing your resume include the following:

- Keep it to one or two pages
- Update your resume regularly
- Tailor each resume to match the job you are applying for
- Avoid acronyms, jargon and slang
- Have someone else proofread your resume

References

Having several references from work, volunteer activities, hobbies or school is important. Think carefully about who you could ask to be a reference for you. Ask them ahead of time if they are willing to give you a good reference. Brainstorm ideas with your instructor.

Additional Help

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 are available, your local library is also a good place to look. And, you will find **many** helpful resources online!

Supplementary Learning Activity

The following are links to websites with information about resume writing. Follow the links and read on to learn more.

<https://edu.gcglobal.org/en/resumewriting/>

www.indeed.com/career-advice/cover-letter-samples

www.jobbank.gc.ca/findajob/resources/write-good-resume

Learning Activity #4 – Resumes**OALCF Competency Task Groups and Levels****B2.2 Write continuous text**

Answer the following questions in complete sentences.

1. List three of your transferable skills.

2. List the three types of resumes.

3. Which type of resume will you use? Why?

4. Name two people who you could ask to be a reference for you.

Unit #4: The Interview

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?

Employers are looking for workers who have the following qualities:

Enthusiasm

Employers are looking for people with a high energy level and an interest in life.

Honesty

Always be honest in your professional life. 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 overly 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.

Since COVID-19 began, more interviews are being held via telephone or online using technologies such as ZOOM. Whatever the format, the questions will likely remain the same.



And, once again, if you want to learn more, GCF Learn Free has additional helpful information to share with us on interviewing skills:

<https://edu.gcfglobal.org/en/interviewingskills/>

Job Searching and Social Media

Something else to think about...

When you are job hunting, it can be important to be sure that you maintain that professional image in all areas of life. This includes ensuring that any public social media accounts, like Facebook, are not filled with comments or pictures that might make a negative impression on potential employers.

Keep in mind that many potential employers will conduct an online search of candidates applying for jobs. Keep risqué photos and comments to yourself – don't share them publicly online for potential employers to see!

Learning Activity #5 – How Could You Ask Me That?

OALCF Competency Task Groups and Levels

B2.2 Write continuous text

D2 Use digital technology

1. Brainstorm and write a list of possible questions an employer might ask during an interview. For examples of some common interview questions, go to <https://moving2canada.com/employment-interview-questions/>

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

2. Employers sometimes ask some very difficult questions. You need to be prepared to answer these questions. The following are some possible interview questions. 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.

a) Why do you want to work here/in this field?

b) What do you know about our company? (It's always a good idea to learn something about the company you are applying to ahead of time)

c) Why did you leave your last job?

d) Tell us about some of your strengths.

e) What are some of your weaknesses?

Easy Steps to Making a Good Impression

- Write down the time, date and place of the interview
- Sometimes, the “place” the interview is held will be online; in this case, be sure to test out the technology ahead of time
- Plan to arrive 10 minutes early
- Know the name and position of the person you will be meeting
- Bring your resume to the interview
- Wear 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.

Nonverbal Communication Strategies

A good way to remember helpful the nonverbal communication techniques is to consider the following strategies that start with the letters in the word “**NONVERBAL**”.

N

NEARNESS: Leave at least 30-36 inches of space between yourself and the interviewer.

O

OPENNESS: Interviewers can pick up clues about us from our expressions and our tone of voice. Try to relax and be open and receptive.

N

NOT NERVOUS: Do not let the interviewer see that you are nervous. Avoid fidgeting in your chair, or tapping your feet.

V

VALUE YOURSELF: Go into the interview knowing the strengths and qualities you offer. You will appear self-confident.

E

EYE CONTACT: Keep eye contact with the interviewer. Don't stare, but don't look away too much, as you will appear distracted.

R

READ OTHERS: 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.

B

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.

A

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.

L

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
- Always show up on time
- 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) _____.

Module 7 – Job Skills			
Unit 1 – Job Applications			
I understand the terms and vocabulary used on an application form.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
I know the difference between education information and work experience.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
Unit 2 – Cover Letters			
I can write an effective cover letter.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
I know why I need a cover letter.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
I am able to proofread and edit a cover letter.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
Unit 3 – Resumes			
I can list the 3 types of resumes and name some of their differences.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
I can find and explore online resources about resumes.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
I know what my transferable skills are.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No

Unit 4 – The Interview			
I understand what an employer is looking for during an interview.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
I am able to brainstorm questions that an employer might ask during an interview.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No
I can list the nonverbal techniques to use in an interview.	<input type="radio"/> Yes	<input type="radio"/> Yes but I need more practice	<input type="radio"/> No

Comments:

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

Congratulations you've completed these training modules!

Now you can put your new skills and knowledge to work.

Well done!



Warehouse Worker & Material Handler Curriculum

Answer Key

Answer Key

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Answer Key

Module 1: Essential Skills for Material Handlers

Learning Activity #1: Material Handlers Essential Skills Profile

1. Followed the link and printed off a copy of the profile
2. Checked appropriate tasks
3. Found the Reader's Guide, highlighted tasks, communicated areas of concern with instructor

Unit 2 – NOC (National Occupational Classification)

Learning Activity #2: NOC

1. Followed the link to the NOC #7452
2. Listed any 8 examples of job titles from the NOC. Possible titles include:
 - Binfiller
 - Coal handler
 - Conveyor console operator
 - Forklift truck operator
 - Freight handler
 - Furniture mover
 - Lumber piler
 - Material handler
 - Railway car loader
 - Stockpile
 - Storage worker
 - Truck loader
 - Warehouse person

3. Answers will vary but should be linked to NOC website.

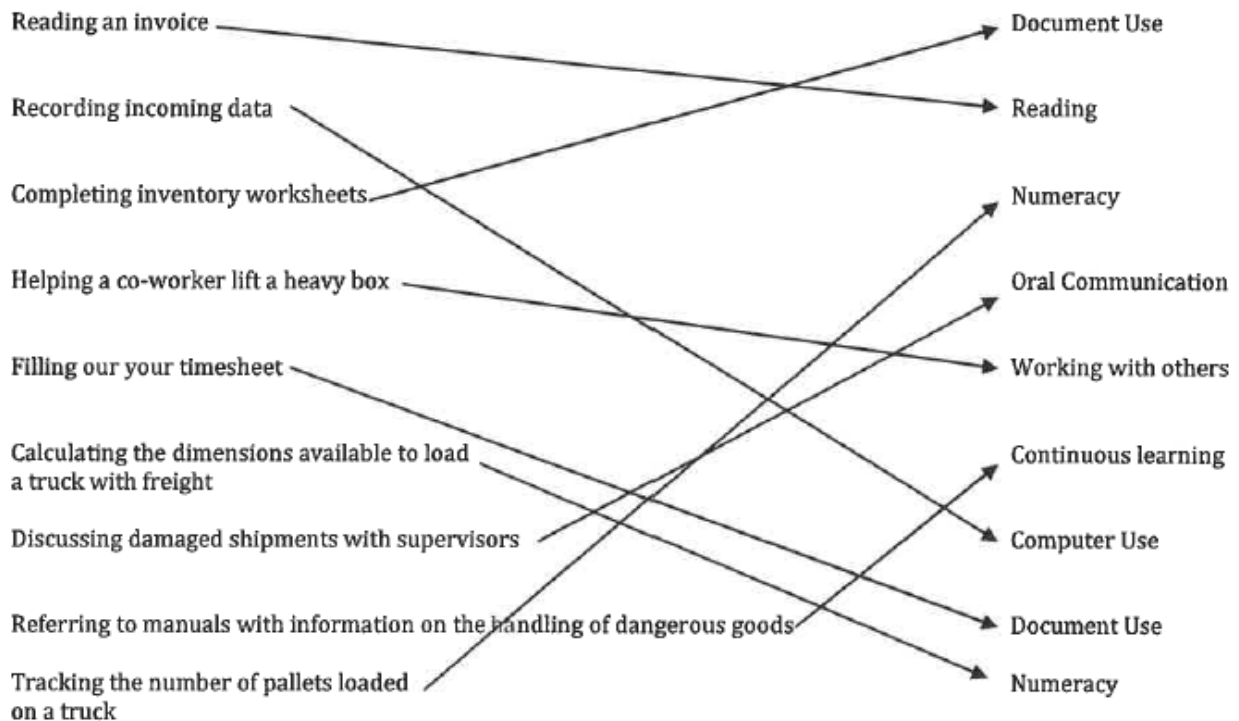
Module 2: Introduction to Material Handler

Unit 1 – Material Handler Defined

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.
2. Answers will vary. Some answers may include: furniture, boxes, groceries, fragile items, people, electronics, lumber. There are no wrong answers.
3. Answers will vary but may include: good balance, forklift training, working with others, computer training, a valid driver's license, and good communication skills.

Learning Activity #2: Which Essential Skill is This?



Unit 2 – A Day in the Life

Learning Activity #3: Does This Job Fit My Personality?

1. Answers will vary. It is hoped that learners will answer Yes to most or all of the questions.

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. Check the map to be sure of the destination
5. Drive to drop off location
6. Lunch break

Learning Activity #5: What Should Nancy Do?

9,4,3,5,6,7,1,2,8,10. The priorities may vary slightly, as some of them are of similar importance.

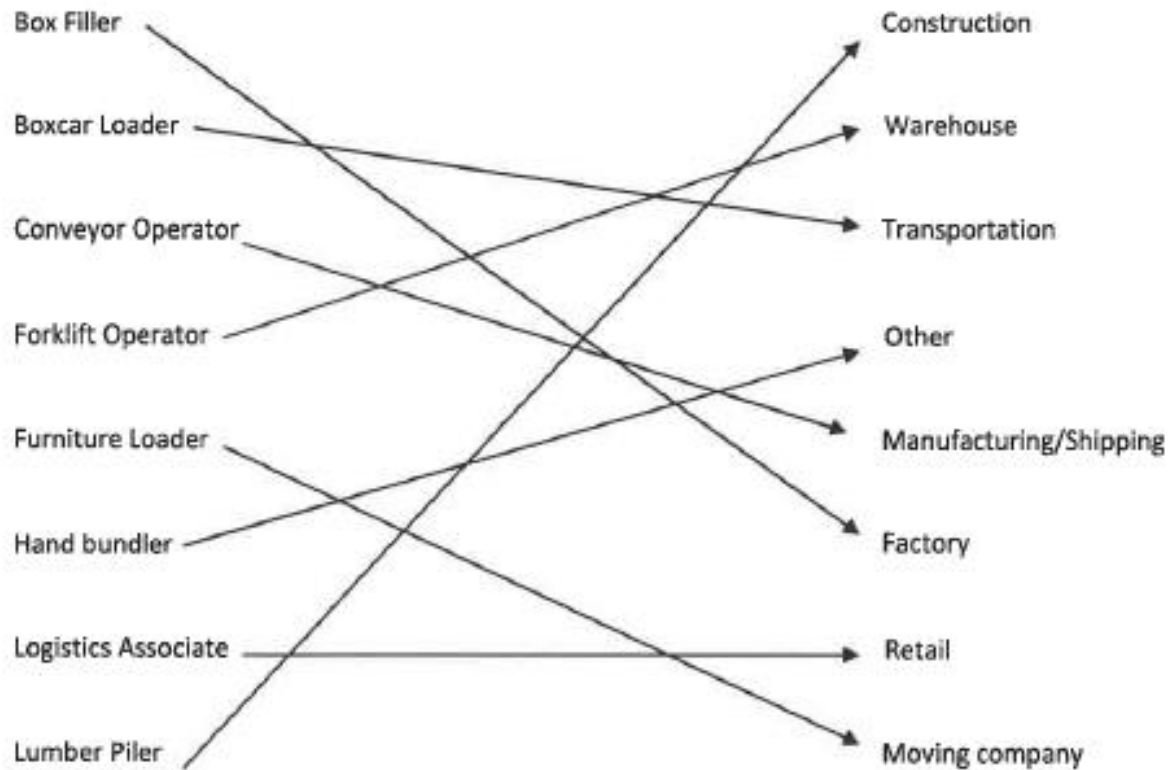
Learning Activity #6: Venn Diagrams

Answers will vary. Some might include: customer service, lifting, good organizational skills, wearing safety equipment, using a computer, working with co-workers, using lifting equipment.

Unit 3 – Job Titles

Learning Activity #7: What Skills Do You Have?

Answers will vary but might include: WHMIS training, first aid certification, customer service skills, good organizational skills, observant, excellent team player.

Learning Activity #8: Which Title Fits?**Unit 4 – Trends and Job Outlook****Learning Activity #9: Gender Gap**

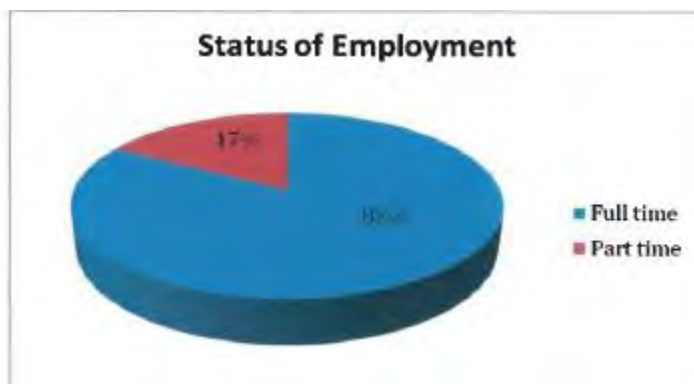
1. Answers will vary. It is hoped learners will think about the term male-dominated field and define it in their own words, in a way that makes sense to them.
2. Answers may include: construction jobs, truck driving, medical professions or mechanics.
3. Answers will vary.
4. Answers will vary.

Learning Activity #10: Age Matters

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.

Learning Activity #11: Pie Chart

The pie chart should look like this:



The bar graph should look like this:

**Learning Activity #12: The Majority**

Answers will vary. Learners should be encouraged to write 5-8 sentences summarizing the skills, gender and age distribution of the majority of material handlers. Learners should be encouraged to proofread their work and to check spelling with a dictionary.

Module 3: Working Conditions and Practises

Unit 1 – General Working Conditions

Learning Activity #1: Where Do You Want To Work?

1. Answers will vary. Learners should be encouraged to write 5-8 sentences, considering all aspects of a work environment. Learners should be encouraged to proofread their work and to check spelling with a dictionary.
2. Answers will vary.

Unit 2 – Physical Demands

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.
2. 100 pounds
3. Answers should include three of the following points:
 - 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 you can lift the load without hazard
 - Check the location 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
4. Answers will vary.

Learning Activity # 3: Exercise Log

Answers will vary. Learners should be encouraged to analyze their completed log to determine if they are getting enough exercise.

Learning Activity #4: What Should You Do First?

9,4,5,2,6,8,10,3,7,1

Learning Activity #5: What's the Difference?

1. Answers will vary
2. Answers will vary
3. Safety, lift, safely, partner, close, slowly

Unit 3 – Customer Service

Learning Activity #6: Who's Your Customer?

1. Answers will vary but could include: be friendly, positive attitude, approachable, high energy level, polite, sensitive to others needs.
2. Answers will vary but could include: furniture moving, delivery, and retail sector.
3. Answers will vary but might include: working on a conveyor line, packing materials, loading trucks.

Learning Activity #7: Being Professional

1. Answers will vary. It is hoped that learners will consider each questions carefully and answer honestly. A score of under 20 indicates the learner may need to work on their soft skills or people skills.
2. Answers will vary.

Learning Activity #8: Ready to Work

1. Answers will vary but could include: making sure you are prepared (materials, lunch), dressing appropriately, being on time.
2. Answers will vary.

Learning Activity #9: Telephone Voice

Answers will vary. It is hoped that learners will create a script with at least four lines of dialogue to exchange. They should be encouraged to complete the chart honestly.

Learning Activity #10: Telephone Anxiety

1. Answers will vary
2. Answers will vary
3. Answers will vary
4. Answers will vary

Unit 4 – Reading and Writing on the Job

Learning Activity #11: Communication Log

Date and time	Truck Arrival	Truck Departure	Truck ID	Shipment ID	Notes	Signature
10/08/2020	√		16	45618-a	Special order	<i>T. Johnson</i>
12/08/2020	√		84	43453	Late arrival	<i>C. Evans</i>
17/08/2020		√	235	32847	6 pieces	<i>C. Evans</i>
18/08/2020	√		3546		Damaged - refused	<i>C. Evans</i>
	√		34556	None		<i>C. Evans</i>

Learning Activity #12: Multiple Choice

1. C
2. A
3. D
4. D
5. B
6. D
7. B
8. C
9. C

Learning Activity #13: 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.
7. Answers will vary but should include: easier to read, faster to write, can send to a large group of people.

Learning Activity #14: 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

Module 4: Measurement

Unit 1 – Time

Learning Activity #1: Telling Time

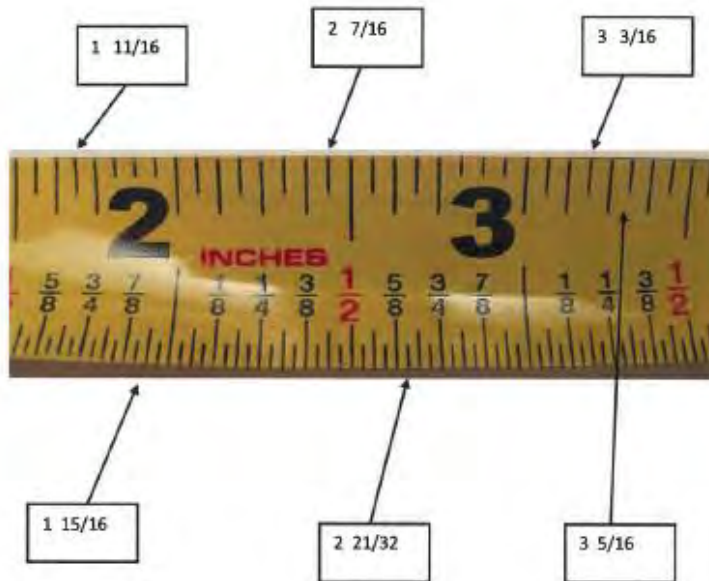
10:40, 1:30, 9:10, 9:55.

Learning Activity #2: Time Sheet

Employee name:			
November 16-29		Times Worked	Total Daily Hours to be Paid
Week 1	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		
	S	10:30-6:30	8
Week 2	M	8:30-12:00	3.5
	T	Dentist	
	W	8:30-12:00	3.5
	Th	8:45-4:45	8
	F		
	S		
	S	10:30-6:30	8
Total hours worked in this pay period:			49.5 hours

Unit 2 – Measuring Tape

Learning Activity #3: Inch by Inch



Learning Activity #4: What Does This Measure?

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.

Unit 3 – Calculating Area

Learning Activity #5: Measurement

1. False
2. False
3. True
4. False
5. False
6. 5.5, 9, 3.4, 13.2
7. 6 in^2 , 1 cm^2 , 9 m^2 , 57.6 in^2

Unit 4 – Calculating Volume

Learning Activity #6: What's the Volume?

- a) 260 in^3
- b) 3744 in^3
- c) 4225 in^3

Learning Activity #7: Will that Fit?

- 1. 33
- 2. 2304 cubic inches
- 3. 13
- 4. A learner would need to convert the inches of the box to meters to be able to solve the problem.

Learning Activity #8: What Will I Measure?

Answers will vary.

Module 5: Equipment

Unit 1 – Manual Equipment

Learning Activity #1: Hand Tools

1. Answers will vary.
2. Your employer should properly train you on the use of the equipment you will use at work.
3. Manual equipment is equipment you use with your hands. Manual equipment is sometimes referred to as hand tools.
4. Answers should include three 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
5. Answers will vary.

Learning Activity #2: True or False

1. F
2. T
3. F
4. T
5. F
6. T
7. T
8. F
9. T
10. F

Learning Activity #3: Utility Knives

1. The most common use is to open boxes. You could also use a utility knife for cutting tape.
2. When not operating the utility knife, either retract the blades or insert the utility knife into a protective sleeve.
3. A utility knife is also known as an exacto knife, a box cutter, a carpet knife or a Stanley knife.
4. When your knife gets dull, reverse the blade, change it, or break it off and push a new one forward.

Learning Activity #4: Tape Gun or Staple Gun?

1. Tape gun
2. Staple gun
3. Staple gun
4. Tape gun
5. Staple gun
6. Tape gun
7. Staple gun or tape gun
8. Staple gun
9. Tape gun
10. Staple gun
11. Tape gun
12. Staple gun

Learning Activity #5 Strapping Cloze

- Handling
- Boxes
- Move
- Bricks
- Hours
- Forklift
- Transport
- Strapping
- Pallets
- Load
- Agricultural

Learning Activity #6: True or False

1. True or false?
 - a) False
 - b) False
 - c) True
 - d) False
 - e) True
 - f) False
 - g) False
 - h) True
 - i) False
2. Answers will vary

Learning Activity #7: Manual Equipment Crossword Puzzle**Across**

- Staples
- Platform cart
- Hand truck
- Packing
- Utility
- Clipboard

Down

- Compressed air
- Lightweight
- Specialty
- One inch
- Blades
- Dolly
- Caster

Learning Activity #8 – Cart Overview

Answers will vary.

Unit 2 – Lifting Equipment

Learning Activity #9: Pallets and Pump trucks

1. Answers will vary.
2. The square shape helps a load resist tipping.
3. 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 materials and pallets.

Learning Activity #10: Forklift Certification

1. Answers will vary. Learners should be encouraged to use the Internet to locate information specific to their place of residence as each province has different regulations.
2. Answers will vary.
3. Answers will vary.
4. Answers will vary.

Learning Activity #11: Forklift Diagram**Learning Activity #12: Forklift Accidents**

1. Answers will vary.
2. Answers should include some of the following:
 - Lack of training
 - Production factors (speed, stress)
 - Lack of proper tools, attachment, and accessories
 - Improper assignments of forklifts and operators
 - Poor maintenance of forklifts
 - Age of forklifts

3. It may need repair; parts may wear out.
4. Answers could include some of the following:
 - 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 gasses, dust, poor lighting
 - Many ramps with different surfaces
 - Condition of loading dock
5. Answers should include the following:
 - Malfunction of breaks, steering, clutch, shift linkage, transmission, 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

Learning Activity #13: Lift Tables and Conveyors Word Search

Learners can circle the words in the grid.

Unit 3 – Computers

Learning Activity #14: Computers and Material Handling

1. Answers will vary.
2. Computer, scanning, handheld, barcode, technology, shipment, log, data, track.

Learning Activity #15: What's in Stock?

1. Go with the Grain Wood Products
2. November 19, 2010
3. October 14, 2010
4. 2
5. 19
6. The small chair

Module 6: Health and Safety

Unit 1 – Legislation

Learning Activity #1: What Should You Do?

Answers will vary. Learners should be encouraged to use their knowledge of the legislation discussed in the module.

Learning Activity #2: Whose Job Is It?

1. Both
2. Worker
3. Employer
4. Employer
5. Worker
6. Employer
7. Worker
8. Both
9. Both
10. Worker

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>	

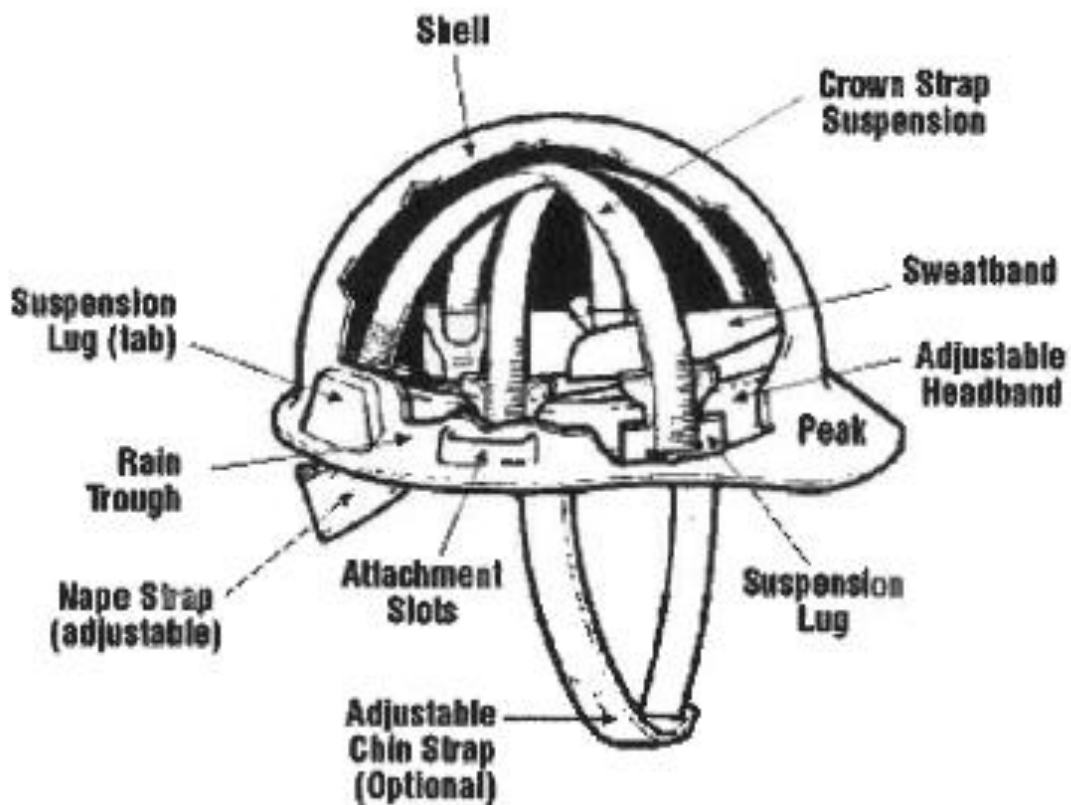
Unit 2 – Personal Protective Equipment

Learning Activity #4: Personal Protective Equipment

1. Hard hats, gloves, face shields, safety footwear, hearing protection, masks.
2. To be safe on the job and avoid injury.
3. Answers may vary.

Learning Activity #5: My Hard Hat

1. Label the diagram



2. Paint may cause the hat to crack or become brittle. Instead of paint, use reflective tape to distinguish your hardhat from others.
3. You need to adjust the headband size so that it will stay on your head if you bend over.

Learning Activity #6: What's Missing?

1. Instructions
2. Materials, latex, alternatives
3. Fit
4. Electrical
5. Worn, torn,
6. Clean
7. Using

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

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, 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

Learning Activity #9: PPE Overview

- 1) Order of importance
 - 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. Learners should be encouraged to back up their choice with informed reasons and even examples. They should also be encouraged to write 5-8 sentences and proofread their answers.

Unit 3- Hazards and Preventative Measures**Learning Activity # 10: Keeping It Safe**

1. Answers will vary, but should include three of the following chemical hazards:
 - Solvents, cleaners, and glue
 - Plastic fumes from shrink wrap, bag sealers, and strapping welders
 - Battery acid
 - Propane, gasoline, and diesel (which includes exposure to carbon monoxide, carbon dioxide, and exhaust from trucks)
2. Answers will vary, but should include two of the following ergonomic hazards:
 - Standing for long periods of time
 - Lifting
 - Working in awkward positions (this includes twisting, bending and turning)
 - Repetitive manual tasks
 - Pushing and pulling hand carts
 - Eliminate deep shelves to avoid bending
3. Answers will vary, but should include four of the following:
 - Have enough space for your entire body to turn
 - Locate and place objects within easy reach
 - Ensure that there is 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

Learning Activity #11: Name That Hazard

1. C
2. F
3. E
4. B
5. A
6. D

Learning Activity #12: Vocabulary Word Search

Students will find the words hidden in the word search.

Learning Activity #13: WHMIS Quiz

1. Labels, Material Safety Data Sheets, and worker training/education
2. Solid, liquid, gas
3. Lungs, skin, mouth, eyes
4. Answers should include four 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
5. Answers will vary

Module 7: Job Skills

Unit 1 – Job Applications

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.

Unit 2 – Cover letters

Learning Activity #2: What's Wrong With This?

Answers should include contact and warehouse are spelled incorrectly, never use 'don't forget' or 'later'.

Learning Activity #3: Cover Letter

Learners are encouraged to write their own cover letters.

Unit 3 – Resumes

Learning Activity #4: Resumes

1. Answers will vary
2. Chronological, functional, combination
3. Answers will vary
4. Answers will vary

Unit 4 – Interviews

Learning Activity #5: How Could You Ask Me That?

1. Answers will vary.
2. Answers will vary.