Instructor’s Guide
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Introduction

Welcome to Yukon College, Arctic College and the Goose Bay campus. This manual was designed to guide you through the three day workshop giving you all the information you need to have a positive experience for both you and the learner. Please take the time to read the information provided as it will give you a background on the problems they have endured, challenges they face and information to create a positive learning environment.

Background

College of the North Atlantic is Newfoundland and Labrador’s only public college. It is one of the largest post-secondary educational and skills training centers in Atlantic Canada, offering over 100 full-time diploma programs and more than 300 part-time courses. The college has designed and delivered various programs to Aboriginal learners and we are confident this program will provide a positive experience for learners who have chosen to improve the essential skill of document use.

Identified Problems

In January 2007, Memorial University of Newfoundland commissioned Catherine Jong to conduct a study to review the geographic, demographic, socio-economic and economic factors that affect post-secondary education in the Labrador regions. It was discovered that Labrador shares many of the features of other circumpolar regions including a large and isolated geography and transportation challenges. Two major challenges for success in post-secondary education are: a combination of high dropout rates and a high proportion of general stream graduates lead to very few students who are eligible for many post secondary program. This information reaffirms the need for Essential Skills. Research by Dr. David Philpott et al. indicates that a high percentage of Aboriginal learners fall behind academically at a very early age. This gap widens in time and by the time they are ready to enter the work force they struggle with essential skills.
Essential Skills Focus

Aboriginal learners face barriers/challenges in the education system which evidently causes challenges when entering the workforce. These work challenges are due to Essential Skills gaps in a number of areas including: reading, document use, numeracy, writing, oral communication, working with others, thinking, computer use and continuous learning. The materials developed for this project focuses on Document Use in industry as it relates to safety. The documents will be authentic and designed for Aboriginal learners.

Facilitator’s Guide

The Facilitator’s guide is a tool to be used by a facilitator who is providing training to Aboriginal people who are:

- Preparing to enter the workforce
- Preparing to enter a entry level trades program
- Participating in a bridging program for industrial training
- Industrial workers who would benefit from essential skills training in document use as it relates to safety on the job

The facilitator could be an employer, designated employee or an instructor at a training institution.

The guide includes an overview of document use, the barriers of Aboriginal learners; understanding Aboriginal learners, challenges for Aboriginal learners and general tips for a positive experience.

Overview of Document Use

Document Use refers to tasks that use a variety of information displays such as signs, labels, lists, tables, graphs, drawings, diagrams, schematics, maps and many other formats. This essential skill may involve reading text but there are also visual elements that must be read and interpreted. Visual elements include drawings, diagrams, flowcharts and tables. Aboriginal learners need to understand color codes, icons, abbreviations and technical vocabulary. For the purpose of this project, the focus will be on safety documents.
Barriers of Aboriginal Learners

A study titled Canadian Colleges & Institutes – Meeting the Needs of Aboriginal Learners (2005) identify seven categories of barriers faced by Aboriginal learners in post-secondary education.

- Historical barriers – due to the assimilationist education policies of the federal government and the legacy of the residential school system
- Social barriers – such as the significant number of Aboriginal learners with family responsibilities, the lack of role models in Aboriginal communities, social discrimination and unemployment/underemployment/over employment and poverty
- Lack of academic preparation and prerequisites – due to low high school graduation rates and high number of mature students
- Financial barriers – in the case if Status Indians due to insufficient funding provided through Indian and Northern Affairs Canada (INAC) post secondary student Support Program (PSSSP) and for Non-Status and Métis students who are not eligible for the (PSSSP) and must rely on their own resources or student loans
- Geographic barriers – because many Aboriginal learners must relocate to urban areas to pursue post secondary studies
- Cultural barriers – because Aboriginal perspectives, traditions, and values and the differences in learning styles are not typically reflected in post-secondary institutions.
- Individual and personal barriers – faced by students who experience a sense of powerlessness, poor self-concept or motivation, poor health, or frustration, which is exacerbated when students do not have sufficient family or institutional support.

Understanding Adult Aboriginal Learners

Aboriginal learning is a highly social process that nurtures relationships within the family and throughout the community. As identified in Redefining how Success is Measured in First Nations, Inuit and Métis Learning, an Aboriginal perspective on learning includes the following key attributes:

- Holistic – it engages and develops all aspects of the individual, emotional, physical, spiritual and intellectual and the community, family and stresses the interconnectedness of all life under the Creator
- Lifelong – it begins before birth and continues through old age and involves the intergenerational transfer of knowledge.
• Experiential – it is connected to lived experience and reinforced by traditional ceremonies, meditation, storytelling, observation and imitation.
• Rooted in Aboriginal languages and cultures – it is bound to language, which conveys a community’s unique values and worldview while ensuring cultural continuity.
• Spiritually oriented – it possesses a spiritual element which is fundamental to the learner’s path to knowledge. This is manifested in spiritual experiences such as ceremonies, vision quests and dreams.
• Communal activity – it is a communal process in which parents, family, Elders and community have a role and responsibility.
• Integrates Aboriginal and Western knowledge – it is an adaptive process that draws from the best of traditional and contemporary knowledge

Challenges for Aboriginal Learners

We need to understand the challenges Aboriginal learners and their facilitators have before we can discuss delivery methods. The Canadian Council on Learning identifies the following challenges:

• Historical (assimilation policies of education, particularly through but not limited to residential schools)
• Geographic (many Aboriginal people live in remote and/or rural communities away from centers where secondary and post-secondary school programming takes place)
• Cultural (practices in the institutional educational system differ from that Aboriginal cultural, particularly in the non-recognition of the role of spirit in learning)
• Individual and personal barriers (finances, daycare, transportation, histories of trauma and competing priorities such as family)
• Systemic (racism, disparities in resources, as well as the policies and practices of Indian and Northern Affairs Canada (INAC) which do not adequately address the high level of need in education).
Historically, in First Nations communities learning was not compartmentalized away from real life; rather, First Nations epistemological structures viewed learning simply as a fact of life. In other words, First Nations have stated the belief that education is a lifelong process that must be shared in a holistic manner given the spiritual, emotional, physical, and intellectual dimensions of human development (Battiste and McLean, 2005, p. 3); or, according to Elder Danny Musqua, we were put on this earth to learn; learning is what makes us human beings. It is important to create an effective learning environment. Katz and McCluskey (2003) identified seven critical pedagogical practices for effective learning environments for Aboriginal people:

- Storytelling as a mode of expression
- Experiential learning
- Curricula that are relevant in daily life
- Cooperative learning
- Constructivist orientation that allows students to build in their strengths
- Teacher demonstration, role modeling
- Positive constructive feedback

These learning environments set the tone for choosing a delivery method. Your methods should include:

- Group work
- Storytelling
- Elders
- Demonstrations
- Discussion
- Reflection on learning
- Relating document to everyday life

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**Learner’s Guide**

The learner’s guide contains information necessary for the participant to complete the course. It describes what the guide is about and its purpose, essential skills and the benefits, a definition of document use, how to work with documents and all required handouts and copies of authentic safety documents.
Preparing to Facilitate Document Use Skills

Identifying Main Objective
The main objectives in facilitating document use skills are:

- To provide opportunities for Aboriginal learners to see how safety documents are a part of daily life, historically and contemporarily
- To familiarize instructors/trainers and learners with different types of safety documents used in industry
- To familiarize instructors/trainers and learners with strategies for approaching and understanding safety documents
- To provide learners the opportunity to practice the skills of the safety document by using authentic safety documents.

Typical applications of document use are reading or making lists, labels or signs, entering information on forms, reading tables, observing and interpreting information on graphs or charts, reading or developing diagrams and drawings of how to put things together. When using documents, certain activities often occur at the same time. Reading/interpreting and writing/completing/producing of documents often occur as part of the same task. (e.g. completing a form, checking off items on a list of tasks, plotting information on a graph and entering information on an activity schedule). Communicating about documents, relaying the information on a document or communicating an interpretation of what one has recorded and observed can also be part of document use.

Lesson Plans

A lesson plan is a description of how the facilitator and the learners will accomplish the intended learning. It serves as a plan or a guide for the facilitator focusing on the identification and relationship between:

- What is to be learned.
- Learning activities to help learners achieve the expected learning.
- Resources that will support the learning.
- Assessment and evaluation strategies and tools.
Lesson plans help facilitators to:

- Clearly identify the intended learning.
- Focus on learning activities that will enable learners to achieve the learning outcomes.
- Document teaching/learning activity.
- Communicate with others.
- Identify needed resources.
- Be organized and plan effective use of time and resources.
- Select learning activities consistent with learners’ needs and abilities as well as course requirements.

There are many different templates available, it becomes a personal choice. When choosing a plan, ensure that it meets the needs of your learner. The guide does provide lesson plans for each safety document in Appendix I. They can be edited if you feel they are not meeting the needs of your learners.

DACUM

Developing a Curriculum (DACUM) is competency-based training. It is a flexible method of training which aims at enabling individuals to learn an occupation by acquiring the knowledge, skills and attitudes that are required to exercise this occupation. It focuses on “doing” and skill. In a report called Trades Essentials, a DACUM chart for Document Use was developed and reflects what should be included in this guide to cover the skills required to be efficient in Document Use. An example of a DACUM chart used for Document Use in contained in Appendix I.

General Tips for a positive experience:

- Respect the learners
- Be prepared. In a few lesson plans you need reference notes of scenarios to work from. Always check your lesson plan for the next day
- Draw on their experiences
- Establish why they are there and what they want to achieve
- Ask for input from the learners if possible to establish schedule ie. Lunch break, start time, finish time
- Establish word walls by identifying new words for the learners placing them on construction paper and placing on the wall.
- Make this important from the start
• Very important for the learners to establish ground rules and it’s the facilitators job to enforce them
• When in group work try and stay away from lots of writing but suggest jot notes
• It is very unlikely the learners will respond to auditory learning try and keep it visual and hands on
• Recognize that family is very important to these learners and incorporate whenever possible
• Use flip chart when possible. Place information on the wall. It becomes visual information.
• Learners may only have conversational English which will limit the amount of writing
• Create a safe learning environment based on respect and all questions/comments are important
• Use relevant examples when presenting a concept
• Encourage story telling
• Realize this may be a learning curve for you as well as the learner
• Lead by example
• Encourage questions
• Make sure you understand the material and anticipate possible questions
• Be flexible and expect changes
• Embrace the experience and enjoy!
Appendix I
DACUM Chart
Document Use (DU) Learning Outcome: Learners will use strategies for locating, retrieving, interpreting, and entering information in/from documents and will create trade documents.

<table>
<thead>
<tr>
<th>Use Lists</th>
<th>1.1 Define lists</th>
<th>1.2 Identify purpose</th>
<th>1.3 Locate information in lists</th>
<th>1.4 Interpret information in lists</th>
<th>1.5 Create lists</th>
<th>1.6 Evaluate lists for effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use Tables</td>
<td>2.1 Define tables</td>
<td>2.2 Identify purpose</td>
<td>2.3 Locate information in tables</td>
<td>2.4 Interpret information in tables</td>
<td>2.5 Create tables</td>
<td>2.6 Evaluate tables for effectiveness</td>
</tr>
<tr>
<td>Use Forms</td>
<td>3.1 Define forms</td>
<td>3.2 Identify purpose</td>
<td>3.3 Locate information in forms</td>
<td>3.4 Interpret information in forms</td>
<td>3.5 Enter information into forms</td>
<td>3.6 Create forms</td>
</tr>
<tr>
<td>Use Charts</td>
<td>4.1 Define charts</td>
<td>4.2 Identify purpose</td>
<td>3.4 Locate information in charts</td>
<td>4.4 Interpret information in charts</td>
<td>4.5 Create charts</td>
<td>4.6 Evaluate charts for effectiveness</td>
</tr>
<tr>
<td>Use Graphic Documents</td>
<td>5.1 Define graphic documents</td>
<td>5.2 Identify purpose</td>
<td>3.5 Locate information in graphic documents</td>
<td>5.4 Interpret information in graphic documents</td>
<td>5.5 Create graphic documents</td>
<td>5.6 Evaluate graphic documents for effectiveness</td>
</tr>
</tbody>
</table>
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**Lesson One:**

Orientation to the Group and Document Use

**Overview:**

In this lesson learners will get to know who is in their group, establish some ground rules and grasp a better understanding of what document use is and how it relates to their everyday life.

**Learner Outcomes:**

By the end of this lesson or activity, learners will be able to:

- Identify fellow group members
- Determine ground rules for group
- Define Document Use – PowerPoint Presentation
- Discuss how it relates to their everyday life
- Identify documents they have been exposed to in their everyday life

**Length of Lesson:**

50 minutes
Activity:

- Complete Icebreaker Totem Truths.
- Explain what ground rules are such as use of cell phones etc. and ask learners to establish a list of ground rules for the group and ask for agreement on the list. This will help create respect in the group and a safe learning environment. Record ground rules on flip chart paper and post in the classroom.
- Facilitate a discussion on what documents are, how they relate to everyday life and identify what documents they have been exposed to.
- Introduce Document Use using the PowerPoint presentation
- Reflect on learning

Materials Needed:

- Icebreaker Information
- Handout – Totem Truths
- Document Use Presentation
- Flipchart/paper/marker/tape

Essential Skills Required:

- Reading
- Writing
- Oral communications
- Document use
- Working with others
- Thinking
- Continuous learning

Instructions to Learner:

- Acknowledge the importance of having the skills required for document use and how it fits into their life as an essential skill
- Enjoy getting to know who is in your group
In the past, a totem was carved for several reasons; for example, to honor a deceased elder who was important to the carver, to show the number of rights and names a person had acquired over his or her lifetime, or to document an encounter with a supernatural. Today, totems are carved not only for those reasons but also to tell the story about the person commissioning the pole. You and your team are about to design a totem pole to discover your group’s strengths and weaknesses.

In a moment, the facilitator will divide you into teams. Each of you will be handed a piece of bristol board and a list of totems. You are to design a totem that best represents your strengths on the group. You may use one of the totem symbols given or make up your own.

Once you have completed your drawing, you and your team will tape them one on top of the other on a portion of the wall. Be prepared to explain your strength to the group.

Material Needed:

8.5 x 11 bristol board or construction paper
Markers
List of animals

You should allow 20 minutes for this exercise.
List of Animals

Alligator - Maternal and vengeful
Ant - Group minded, patient, active, and industrious
Antelope - Active, agile, and willing to sacrifice
Armadillo - Safety oriented and cautious
Badger - Courageous, aggressive, healing and energizing
Bat - Regenerative and long living
Bear - Industrious, instinctive, healing, powerful, sovereign, protective of the world, and strong
Beaver - Determined, strong-willed, constructive, and protective
Bee - Organized, industrious, productive, wise, social, celebratory, and enthusiastic about life
Buffalo - Sacred and strong
Butterfly - Metamorphic and transformative
Cat - Protective, detached, sensual, mysterious, magical, and independent
Cheetah - Swift, insightful, and focused
Cow - Nurturing and maternal
Coyote - Intelligent, stealthy, tricky, and mischievous
Crane - Solitary, just, enduring, independent, intelligent, and vigilant
Crow - Law enforcing, shape shifting, changeable, creative, spiritual, energetic, and just
Deer - Intellectual, gentle, caring, kind, subtle, graceful, feminine, gentle, and innocent
Dog - Noble, faithful, loyal, trainable, protective, and guiding
Dolphin - Kind, prudent, capable of deep emotion, wise, and happy
Dragon - Enduring, infinite, wise, powerful, and fiery
Dragonfly - Flighty, carefree, and strongly imaginative
Eagle - Divine, sacrificing, intelligent, courageous, spiritually illuminated, healing, and daring
Elephant - Strong, powerful, and wise
Elk - Strong and agile, proud, independent, pure, and noble
Falcon - Adventurous, passionate, and leading
Fish - Graceful
Fox - Cunning, agile, quick-witted, diplomatic, wild; feminine in its magic of camouflage, shape-shifting and invisibility
Frog - Cleansing, transformative, sensitive, medicinal, undiscernibly beautiful and powerful
Gazelle - Aggressive
Goose - Self-demanding, reliable, prudent, rigid, vigilant, parental, and productive
Hawk - Informative, intuitive, victorious, healing, noble, cleansing, visionary, and protective
Horse – Independent, enduring, mobile, terrestrial, powerful, and free
Hummingbird - Portentous, timeless, healing, and combative
Jaguar - Chaotic and shape shifting
Lion - Family-oriented, strong, energetic, courageous, and protective
Lizard – Conservational and visionary
Llama - Comforting to others
Lynx - Discrete, protective, and guiding
Moose - Headstrong, enduring, steadfast, and wise
Mouse - Observant, orderly, organized, and detail oriented
Opossum - Diversionary, strategic, and deceptive
Otter - Playful, friendly, dynamic, joyful, helpful, and generous
Owl - Deceptive, clairvoyant, insightful, informative, detached, wise, changeable, and silent
Ox - Sacrificing and self-denying
Peacock - Immortal, dignified, and self-confident
Porcupine - Innocent, companionable, and trustworthy
Rabbit - Fearful, timid, nervous, humble, fertile, intuitive, balanced, and fertile.
Raccoon - Curious and clean
Raven - Introspective, courageous, self-knowing, healing, protective, tricky, and magical
Salmon - Proud, intense, confident, wise, inspiring, and rejuvenating
Seahorse - Confident and graceful
Seal - Loving, desirous, imaginative, creative, and dreamy
Shark - Predatory, enduring, and adaptable
Skunk - Noticeably present, and strong
Snake - Impulsive, shrewd, transformative, healing, energetic, and wise
Squirrel - Organized and gathering
Stag - Sovereign, regenerative, giving of bounty, beauty, and mystical signs.
Swan - Graceful, balanced, innocent, soulful, loving, beautiful, self-possessed
Tiger - Strong, valorous, powerful, and energetic
Turkey - Generous, life-giving, and self-sacrificing
Turtle - Nurturing, shy, and protective
Weasel - Strong, energetic, ingenious, and stealthy
Whale – Wise and giving
Wolf - Loyal, persevering, successful, intuitive, trainable, ritualistic, and spirited
Woodpecker - Sensitive, protective, and loyal
## Lesson Two:

Understanding Documents

## Overview:

In this lesson learners will analyze documents and discuss the display of information and its purpose.

## Learner Outcomes:

By the end of the lesson or activity the learners will be able to:

- Identify parts of the document
- Determine how the information is organized in the document
- Identify what categories are used
- Identify the headings, tables or other dividers
- Understand the use of white space
- Recognize the value of specific terminology
- Determine the purpose of the document

## Length of Lesson:

50 minutes

## Activity:

- Refer to handout Understanding Documents
- Review new terminology and add new words to the word wall
- Use the handout Hazard Containment to discuss the display and purpose of the document
- Ask the learner to complete the questions in the handout
- Discuss how this strategy will be used in working with documents
- Note that documents are arranged in a particular order. They move from pre-operational to operational to emergency.

## Material Needed:

- Understanding Documents Handout
- Hazard Containment document
### Essential Skills Required:

- Reading
- Writing
- Oral communications
- Document use
- Working with others
- Thinking
- Continuous learning

### Instructions to Learner:

- Draw on the experience in your group
- think about how this relates to your everyday life
Understanding Documents

You need to consider two things when first looking at a document, the display of information and the purpose of the document.

Display of Information
- What are the parts of the document?
- How is the information organized on the document? What categories are used?
- Are there headings, tables, other dividers?
- How much white space is there? How is it used?
- Are there special terms that need to be understood?

Purpose of the document
- What is it used for?
- Who is involved in using this document and how do they use it?
- Who receives the information and what decisions will that person make?
## Hazard Containment - Barricades

### Standard Barricade Materials:

<table>
<thead>
<tr>
<th>Item</th>
<th>Where Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;DANGER DO NOT ENTER&quot; Red Plastic Tape</td>
<td>Do not enter the barricaded area unless authorized.</td>
</tr>
<tr>
<td>[Black Letters]</td>
<td></td>
</tr>
<tr>
<td>&quot;CAUTION&quot; Yellow Plastic Tape [Black</td>
<td>Can enter the barricaded area but with caution.</td>
</tr>
<tr>
<td>Letters]</td>
<td></td>
</tr>
<tr>
<td>Chain with Signs identifying the</td>
<td>Do not enter the chained off area unless authorized.</td>
</tr>
<tr>
<td>hazard</td>
<td></td>
</tr>
<tr>
<td>Barricade Tapes</td>
<td>Must be used on all Barricade Tapes</td>
</tr>
<tr>
<td>Lesson Three:</td>
<td></td>
</tr>
<tr>
<td>------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Analyzing Documents</td>
<td></td>
</tr>
</tbody>
</table>

**Overview:**

The learner will explore the main tasks in document use and use a specific strategy for working with documents.

**Learner Outcomes:**

By the end of the lesson or activity, the learner will be able to:

- Apply the list of tasks required when working with documents
- Apply the suggested strategy for working with documents

**Length of Lesson:**

40 minutes

**Activity:**

- Refer to handouts Main Tasks in Document Use and Scanning and Skimming
- Refer to document PFD checklist
- Introduce the document and discuss where, if anywhere, they would be exposed to this concept in their everyday life.
- Review terminology and add any new words to the word wall
- Note the documents are presented in three categories: pre-operational, operational and emergency. It is recorded in the top right hand corner of the lesson number section.
- Using the strategy in the handouts to answer the questions
- Reflect on learning
<table>
<thead>
<tr>
<th><strong>Material Needed:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Main Task in Document Use and Scanning and Skimming Handout</td>
<td></td>
</tr>
<tr>
<td>• PFD checklist document</td>
<td></td>
</tr>
<tr>
<td>• Construction paper/marker/tape</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Essential Skills Required:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Reading</td>
<td></td>
</tr>
<tr>
<td>• Writing</td>
<td></td>
</tr>
<tr>
<td>• Oral communication</td>
<td></td>
</tr>
<tr>
<td>• Document use</td>
<td></td>
</tr>
<tr>
<td>• Working with others</td>
<td></td>
</tr>
<tr>
<td>• Thinking</td>
<td></td>
</tr>
<tr>
<td>• Continuous learning</td>
<td></td>
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<table>
<thead>
<tr>
<th><strong>Instructions to Learner:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Draw on the experience of your group</td>
<td></td>
</tr>
<tr>
<td>• Relate it to your everyday life</td>
<td></td>
</tr>
</tbody>
</table>
Activity Questions

1. Workers sometimes have to work around water and have to be familiar with an inflatable PFD.

2. What color should the service indicator be?

3. Circle three things you should check for in the PFD

4. What position should the oral inflation dust cap be?

5. What should you know if you have a MD 3053 or MD 3054 model PFD?
Main Tasks in Document Use
Strategy for Working with Documents

Tasks involved in working with documents

- Read (skim or scan) the document
- Focus on certain information
- Add/enter information or complete the document
- Do a calculation using the document
- Interpret the information
- Communicate the information to other people

Strategy for Working with Documents

Identify
- Identify the information that is given
- Identify the information that is requested
- Identify the key words in the question

Scan
- Look for specific key words and/or similar words

Locate
- Find the data, word or phrase you are scanning for, stop and read a few words, the sentence or the paragraph

Decide
- Read the question again
- Is the information found that is requested?
- Do you need to scan further for other information or more information?
Handout

Skimming and Scanning

Skimming and Scanning are two ways of searching for information in documents.

Skimming

Skimming is used to quickly identify the main idea of a document. When you read a newspaper or magazine you probably don’t read it word-by-word, instead you’re skimming the text. You would do this when you are looking for a particular thing such as a document used for reporting an accident as opposed to a document use to purchase personal protective equipment.

Scanning

Scanning is the technique you would use when you look up a phone number in the phone book. You know who you are looking for and you scan down the list until you find it. Look for words in bold, italicized, different font color or words such as first, second or next.
Checklist

Readiness Checklist
Check your Inflatable PFD and ensure all of the checkpoints listed below are true before use.

☐ Service indicator is green.
☐ No rips, tears or holes; all seams are securely sewn; and the fabric, straps and hardware are still strong.
☐ All Velcro™ are securely fastened.
☐ Inflatable PFD is not twisted.
☐ Oral-inflation dust cap is in the stowed position.
☐ For the MD3053 and MD3054 only - Ensure the bobbin is valid. The PFD, or bobbin, must have been purchased within the last three (3) years. If the purchase date is unknown, check the date printed on the bobbin and replace if older than three (3) years.
### Lesson Plan

**Lesson Four:** Safety Colors

**Overview:**
The learner will explain why the use of color is a very important part of safety and why it is important to know what each color represents.

**Learner Outcomes:**
By the end of the lesson or activity the learner will be able to:

- Identify the various colors used in safety
- Give examples of when colors are used

**Length of Lesson:**
40 minutes

**Activity:**
- Refer to Safety Colors document
- Identify the type of document
- Introduce the document and discuss where, if anywhere, they would be exposed to this concept in their everyday life.
- Review terminology and add new words to the word wall
- Provide several examples of workplace hazards and have the learner determine the associated color
- The learners will transfer information from the table and create either a form, chart, graphic document and evaluate the effectiveness of each
- Reflect on learning

**Material Needed:**
- Safety Colors document
- Construction paper/marker/tape

**Information for Learners:**
- Draw from the experience in your group
- Relate it to your own experience
3.11 Other Applications for Safety Colors

If safety colors are used in work areas, and on equipment and machinery, they shall remain consistent with the following:

<table>
<thead>
<tr>
<th>Color</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yellow</td>
<td>Caution</td>
<td>steps, guardrails, low beams; storage cabinets for flammable materials; containers for corrosives or unstable materials.</td>
</tr>
<tr>
<td>Orange</td>
<td>Warning</td>
<td>hazardous parts of machines which may cut, crush or injure a worker inside of movable guards or the inside of transmission guards for gears, pulleys, chains, etc.; exposed parts (edges only) of pulleys, gears, rollers, cutting devices, power jaws, etc.</td>
</tr>
<tr>
<td>Red</td>
<td>Danger or stop</td>
<td>containers of flammable liquids; emergency stop bars; stop buttons.</td>
</tr>
<tr>
<td></td>
<td>Fire protection equipment</td>
<td>alarm boxes; fire extinguishers; exit signs.</td>
</tr>
<tr>
<td>Green</td>
<td>Safety</td>
<td>indicates location of: first aid services; first aid kits, stretchers; emergency exit routes; safety equipment, such as emergency safety showers.</td>
</tr>
<tr>
<td>Blue</td>
<td>Safety information</td>
<td>signs requiring use of personal protective equipment; information signs; directional signs</td>
</tr>
<tr>
<td>Black</td>
<td>Markings for traffic routes, housekeeping</td>
<td>traffic routes; aisle and floor markings.</td>
</tr>
</tbody>
</table>
### Lesson Five: Health Benefits

**Pre-operational**

<table>
<thead>
<tr>
<th><strong>Overview:</strong></th>
<th>The learner will describe the Health Benefits received while being an employee</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Learner Outcomes:</strong></th>
<th>By the end of the lesson or activity the learner will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Describe what health benefits are in the plan</td>
</tr>
<tr>
<td></td>
<td>Identify what the maximum and frequency are for each benefit</td>
</tr>
<tr>
<td></td>
<td>Determine how it will benefit the learner and his/her family</td>
</tr>
</tbody>
</table>

| **Length of Lesson:** | 40 minutes |

<table>
<thead>
<tr>
<th><strong>Activity:</strong></th>
<th>Refer to Health Benefits document</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indentify type of document</td>
</tr>
<tr>
<td></td>
<td>Introduce the document and discuss where, if anywhere, they would be exposed to this concept in their everyday life.</td>
</tr>
<tr>
<td></td>
<td>Review terminology and add new words to the word wall</td>
</tr>
<tr>
<td></td>
<td>Ask learners to complete the questions on the following page</td>
</tr>
<tr>
<td></td>
<td>Discuss their findings and record on flip chart</td>
</tr>
<tr>
<td></td>
<td>Reflect on learning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Material Needed:</strong></th>
<th>Health Benefits document</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Health form</td>
</tr>
<tr>
<td></td>
<td>Construction paper/marker/tape</td>
</tr>
<tr>
<td></td>
<td>Flip chart</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Information for Learners:</strong></th>
<th>Draw on the experience of your group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Think about how this affects you personally and what the benefits will mean to you</td>
</tr>
</tbody>
</table>
Activity Questions

1. What is the purpose of the document?

2. What is the dispensing fee limit?

3. Where can workers get further information?

4. What type of plan is it?

5. What is the name of the insurer?

6. If acupuncture is $60 a visit, how many visits can a worker have in two years?
Drug Benefits Summary

Plan Type: Health, Drugs, Vision & Dental

Deductible:
Not Applicable.

Overall Maximum:
$1,000,000 lifetime
Combined with:
Health
Vision

Payable At:
80%

Dispense Fee Limit:
$8

Dispense Fee Payable At:
100%

Your plan covers drugs requiring a prescription by law, injected drugs, and certain over-the-counter (OTC) life-sustaining drugs.

Plan Variations:
Your drug reimbursement is 90% until you have reached an out-of-pocket maximum of $10,000 per benefit year January 1st to December 31st, then 100% thereafter.

This site has been designed to provide benefit information most frequently requested by plan members. For complete details of your coverage and/or provincial regulations, please refer to the benefit information provided by your plan sponsor or contact a customer service representative for assistance.

Residence of Quebec

© Benefits Overview for Health, Drugs, Vision & Dental (GG265)
Health Benefits Summary

Plan Type: Health, Drugs, Vision & Dental

Plan Number: Not Applicable
ID Number: Not Applicable

Deductible

- Overall Maximum: $1,000,000 lifetime
- Combined with:
  - Dental:
  - Vision:

Payable At 100%

Benefits may be subject to Reasonable & Customary pricing.

Coverages

- Acupuncture: $100 per policy year(s)
- Massage Therapy: $100 per policy year(s)
- Requires a medical recommendation.
- Naturopathy: $100 per policy year(s)
- Speech Therapy: $100 per policy year(s)
- Requires a medical recommendation.

The following coverages:

- Athletic Therapist
- Occupational Therapist is covered to a separate maximum of $600 each benefit year and requires a medical recommendation.
- Physiotherapy
- Requires a medical recommendation.
- Occupational Therapist is covered to a separate maximum of $600 each benefit year and requires a medical recommendation.

- Combine to: $600 per policy year(s)

The following coverages:

- Chiropractic

- Combine to: $600 per policy year(s)

- The following coverages:
  - Hearing Aid Repair or Adjustment
  - Hearing Aids
  - Combine to: $200 lifetime

- The following coverages:
  - Orthopedic Shoes
  - Modifications to footwear are covered.
  - Orthotic Appliances
  - Modifications to footwear are covered.
  - Combine to: $200 per 2 policy year(s)

- The following coverages:
  - Osteopathy
  - Osteopathic X-Rays
  - Combine to: $200 per policy year(s)

- The following coverages:
  - Podiatry
  - Podiatric Surgery
  - Podiatric X-Rays
  - Combine to: $200 per policy year(s)

- The following coverages:
  - Psychological Office Visit
  - Requires a medical recommendation.
  - Psychological Testing
  - Requires a medical recommendation.
  - Combine to: $200 per policy year(s)

- Accidental Dental Covered
<table>
<thead>
<tr>
<th>Lesson Six: Orientation Checklist</th>
<th>Pre-Operational</th>
</tr>
</thead>
</table>

**Overview:**
The learner will describe the purpose of an orientation and why a worksite orientation is important.

**Learner Outcomes:**
By the end of the lesson or activity the learner will be able to:

- Explain the importance of the form
- Complete the form

**Length of Lesson:**
20 minutes

**Activity:**
- Refer to the Orientation Checklist document
- Identify the type of document
- Introduce the document and discuss where, if anywhere, they would be exposed to this concept in their everyday life.
- Review terminology and add new words to word wall
- Ask learners to complete the activity questions
- Discuss why this practice is important to the employer and employee
- Reflect on learning

**Material Needed:**
- Orientation Checklist document
- Construction paper/marker/tape
- Flip chart

**Information for Learners:**
- Draw from the experience of the group
- Think about how this applies to your everyday life
Activity Questions

1. What is the purpose of the document?

2. Who is the participant?

3. Complete the form based on the following information. It’s a workers first day of work and has attended the following sessions: Health and Safety Policy Review, JOHS committee for site, Emergency Evacuation Review (including walk through).

4. Why is it important to have both the employee and manager’s signature and why is it at the bottom?
Pine Cove Mine, Baie Verte Newfoundland

Anaconda Mining Inc.

Pine Cove Worksite- Orientation Checklist

All personnel who are required to conduct work at the Pine Cove worksite must first attend the worksite Orientation session. This checklist identifies the topics to be covered in this orientation session. Participants are required to mark (x) the checklist to indicate topic covered in the session and sign the checklist to verify that all topics noted were covered and that the participant is aware of the specific requirements for the worksite.

☐ Health and Safety Policy Review
☐ Health and Safety Plan Overview
☐ Site rules, responsibilities and guidelines
☐ Emergency Evacuation Review (including walk through)
☐ Emergency Response Plan and Procedures
☐ Hazard Reporting and Risk Management overview
☐ Personal Protective Equipment Requirements for site
☐ JHSE Committee for site
☐ Incident Reporting and Investigation
☐ HSE Meetings (tool box talks, managers meetings, etc.)
☐ Company Safety Policies and Procedures
☐ Regulatory Requirements
☐ Q/A Session

**Notice:** Prior to endorsing this form, ensure you are fully aware of the topics covered during this exercise. If in doubt, notify the orientation coordinator to seek clarification on any topic.

Participants Name: ___________________________ Contractor/Employee: ___________________________

Participants Signature: ___________________________ Date: ___________________________

Manager Signature: ___________________________ Date: ___________________________
### Essential Skills – Document Use

#### Lesson Plan

**Lesson Seven:**
Crew Member’s Instructions  |  Pre-Operational

**Overview:**
The learner will examine the Transport Canada Canadian Aviation regulations regarding personal headsets

**Learner Outcomes:**
By the end of the lesson or activity the learner will be able to:

- Define what personal headsets are
- Describe the potential hazards
- Explain the regulations
- Discuss the importance of the regulation

**Length of Lesson:**
20 minutes

**Activity**
- Refer to Crew Member’s Instructions document
- Identify the type of document (discuss how the memo is considered a safety document)
- Introduce the document and discuss where, if anywhere, they would be exposed to this concept in their everyday life.
- Review terminology and add new words to the word wall
- Project the document using a LCD projector
- Skim and scan the document
- Ask learners to complete the Activity questions
- Reflect on learning

**Material Needed:**
- Crew Member’s Instructions document
- LCD projector and computer
- Construction paper/marker/tape

**Instructions to Learners:**
- Draw from the experience of the group
- Reflect on how this affects you and your family
Activity Questions

1. What is the purpose of the document?
2. What is the potential hazard?
3. Who is the letter from?
4. Why do you think the document was created?
Memo

To: Vale Inco
From: Sandy Sheppard, Cabin Safety
Date: Jan 26th, 2010
Re: Crew member’s instructions

Please be advised that Transport Canada Canadian Aviation regulations, 602.05(1), states that “every passenger on board an aircraft shall comply with instructions given by any crew member respecting the safety of the aircraft or of persons on board the aircraft.”

Potential hazards have been associated with passenger use of personal headsets (including ear bud type and/or but not limited to, personal audio headsets) during taxi, take-off, descent, and landing and while walking on the apron (ramp) to and from the aircraft.

Transport Canada has advised that a safety deficiency exists when passengers are unable to hear safety announcements given over the public address system; it is probable that passengers using personal audio headsets and systems will not hear announcements made over the public address system and therefore are not permitted to use such devices when instructed by a crew member.

If any further clarification is required please do not hesitate to contact me personally.

Sandy Sheppard
Flight Attendant Manager, Cabin Safety Standards
Provincial Airlines Ltd.
St. John’s, NL
709 570-3261
# Lesson Eight: Material Safety Data Sheet

**Overview:**
The learner will gain knowledge of MSDS and why it is important in the workplace.

**Learner Outcomes:**
By the end of the lesson or activity the learner will be able to:

- Explain the purpose of MSDS
- Interpret necessary information from the sheet

**Length of Lesson:**
30 minutes

**Activities:**
- refer to MSDS document
- Identify the document
- Introduce the document and discuss where, if anywhere, they would be exposed to this concept in their everyday life.
- review terminology and add new words to the word wall
- Ask learners to complete the Activity questions
- reflect on learning

**Material Needed:**
- MSDS document
- Construction paper/marker/tape

**Instructions to learners:**
- Draw on the experience of people in your group to gain a better understanding of the document.
Activity Questions

1. What is the purpose of the document?

2. What section contains information on first aid?

3. What topics are included in Section V – Reactivity Data?

4. Who is the manufacturer?

5. Who prepared the information?
MATERIAL SAFETY DATA SHEET

SECTION I - PRODUCT IDENTIFICATION

Product name: SKY I (Synonym: LM 306)
Product use: Solvent
Supplier name and address: Air Dymatec
199 Clark
Bate d'Urfé, Qc
H9X 3R8
Manufacturer: Elsanor Limited
Hill Trading Estate
Dorchester, England
DT2 8LY

Emergency number: (613) 999-6659 or *660 (cellular)

SECTION II - HAZARDOUS INGREDIENTS

<table>
<thead>
<tr>
<th>Ingredients</th>
<th>CAS #</th>
<th>%</th>
<th>LC50 ppm (Inhalation, rat)</th>
<th>LD50 mg/kg (Oral, rat)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methyl acetoxyl propionate</td>
<td>103-65-6</td>
<td>40-70</td>
<td>N/Av</td>
<td>N/Av</td>
</tr>
<tr>
<td>2-Butoxy-2-propanol</td>
<td>5131-96-8</td>
<td>10-30</td>
<td>N/Av</td>
<td>2200</td>
</tr>
<tr>
<td>N-Methyl-2-oxylidinolato</td>
<td>872-50-4</td>
<td>&lt; 50</td>
<td>N/Av</td>
<td>3914</td>
</tr>
<tr>
<td>2-Aminoethanol</td>
<td>141-13-5</td>
<td>1-5</td>
<td>N/Av</td>
<td>1720</td>
</tr>
<tr>
<td>n-Octyl mercaptan</td>
<td>112-35-0</td>
<td>1-5</td>
<td>N/Av</td>
<td>&gt;7000</td>
</tr>
</tbody>
</table>

SECTION III - PHYSICAL DATA

Physical state, colour and appearance: Liquid gel transparent with a sweet amine odour.
Odour threshold: N/A
Specific gravity: 0.97
Coefficient of water/oil distribution: N/A
Vapour pressure (mm Hg): N/A
Boiling point: 115°C
Freezing point: < 0°C
pH: N/A
Vapour density (Air = 1): N/A
Evaporation rate (Baek & I): N/A
Vocality, %: N/A
Solubility in water: Soluble

SECTION IV - FIRE AND EXPLOSION DATA

Conditions of flammability: This product is a combustible liquid (flammable) under normal conditions. May burn if heated at temperatures higher than the flash point.
Means of extinction: Use Carbon Dioxide (CO2), Dry Powder and/or all purpose Foam. Should use an approved self-contained breathing apparatus when fighting fire.
Sensitivity to mechanical impact/static discharge: Not susceptible to mechanical impact. Static discharges or other ignition sources at temperatures higher than the flash point could cause a fire.
Flash point (Method): 45°C
Lower flammable limits (% by volume): N/A
Upper flammable limits (% by volume): N/A
Auto-ignition temperature: N/A
Hazards combustion products: May produce toxic or suffocating gases such as carbon dioxide or carbon monoxide if involved in a fire or subjected to intense heat.
SECTION V - REACTIVITY DATA

Stability: Contains a volatile solvent that is stable under normal conditions. Hazardous polymerization does not occur.

Incompatible materials: Oxidizing agents.

Conditions of reactivity: Open flame or other high temperatures may induce thermal decomposition.

Hazardous decomposition products: Thermal decomposition yields toxic or suffocating gases such as carbon monoxide and carbon dioxide.

SECTION VI - TOXICOLOGICAL PROPERTIES

Exposure limit: The exposure limit is time weighted average TLV-TWA is 3 ppm (7.5 mg/m³) and the short-term exposure limit TLV-STEL is 5 ppm (12.5 mg/m³).

Routes of exposure: Inhalation, Skin, Eyes, Ingestion.

Inhalation: Exposure to the product may cause irritation to the respiratory system.

Skin: Contact with the product may cause an irritation to the skin.

Eyes: Contact with the product may cause irritation to the eyes.

Ingestion: If swallowed, the product may cause an irritation to the mouth.

Chronic effects: Prolonged inhalation without appropriate protection may cause damage to the kidneys and liver.

Carelessness: No ingredient listed as a cancerogen by IARC or ACGIH.

Teratogenicity, mutagenicity, other reproductive effects: N/A.

Sensitisation to material: This product should not cause any allergies. Handling of material without proper protection could cause a sensitisation of the skin.

Synergistic materials: N/A.

SECTION VII - FIRST AID

Inhalation: Remove victim to fresh air. If breathing difficult or stopped, give artificial respiration or land call a doctor immediately.

Skin: In case of skin contact, immediately wash with soap and water then flush skin thoroughly with running water while removing contaminated clothing. If irritation appears, call a doctor immediately.

Eyes: Flush with lukewarm running water for 15 minutes, holding eyelids open and away from the eyeball. If irritation persists, call a doctor immediately.

Ingestion: If swallowed, do not induce vomiting. Have victim drink several glasses of water. Never give anything by mouth to an unconscious or convulsing person. Call a doctor immediately or the Poison Control Center.

SECTION VIII - PREVENTIVE MEASURES

Spill, leak or release: Eliminate all ignition sources. Soak up spill using an inert absorbent such as sand or any other absorbent granules. Do not allow spill into sewers or waterways using absorbent materials and proper flame-proof material.

Handlers have the complete responsibility to take all precautions necessary to protect persons, buildings and environment during spill control situations. Only trained persons, wearing complete protective equipment, should take part in clean-up.

Waste disposal: Comply with all federal, provincial and local regulations regarding disposal.

Respiratory protection: No respirator needed under normal conditions. Wear a proper respirator for spill, leak or release.

Ventilation: General ventilation is recommended as needed to keep contamination below the exposure limit.

Protective gloves: Wear impervious gloves (Vinyl, Nitrile or other).

Eye protection: Wear safety goggles and any other appropriate protection for the eyes.

Other protective equipment: Safety station including an eyewash station and safety shower available in the work area.

Handling procedures and equipment: Be sure to use proper ventilation. Do not reuse contaminated clothes. Avoid contact with eyes and skin. Avoid all sources of heat or ignition.

Storage requirements: Store in a cool, dry and well-ventilated area, away from incompatible products.

Special shipping information: Ship according to TDG.

UN Number: UNI 995

IMO: Class 3.3 Packing Group III (product does not contain any marine pollutant).

IATA/ICAO: Class 3 Packing Group III

Shipping name: PLAMMABLE LIQUIDS N.O.S. (methoxy acetate propene)
SECTION IX - PREPARATION INFORMATION

Prepared by: The Technical Department
Telephone #: (514) 636-8146
Preparation or revision date: February 25th, 2003

Additional notes or references:

Abbreviations:
N/A: Not available
N/A: Not applicable
IARC: International Agency for Research on Cancer
IATA: International Air Transport Association
ICAO: International Civil Aviation Organisation
IMO: International Maritime Organisation
CPR: Controlled Products Regulation
HPA: Hazardous Products Act
ACGIH: American Conference of Governmental Industrial Hygienists
NIOSH: National Institute for Occupational Safety and Health
TDG: Transportation of Dangerous Goods Act and regulations
TLV-STEL: Threshold Limit Values, Short-term Exposure Limit
TLV-TWA: Threshold Limit Values, Time Weighted Average
WHMIS: Workplace Hazardous Materials Information System

References:
2. Canadian Centre for Occupational Health and Safety. RTECS (Registry of Toxic Effects) and CHEMINFO databases.
3. ACGIH, Threshold Limit Values and Biological Exposure Indices for 1999.
5. Transportation of Dangerous Goods Act and Regulations.

The information presented herein is supplied as a guide to those who handle or use this product. This Material Safety Data Sheet has been prepared in good faith by technically knowledgeable personnel. It only contains information required by the Controlled Products Regulation in Canada. The manner and conditions of use and handling may involve other and additional considerations. Safe work practices must be employed when working with any material. It is important that the end user makes a determination regarding the adequacy of the safety procedures employed during the use of this product.

No warranty of any kind is given or implied. The supplier and the manufacturer will not be liable for any damages, losses, injuries or consequential damages which may result from the use or reliance on any information contained herein. This Material Safety Data Sheet is valid for three (3) years.
# Lesson Plan

## Lesson Nine:
Pre-Operational Equipment Checklist Operational TSI Passenger Bus Operation

## Overview:
In this lesson the learner will get an appreciation of the potential safety issues involved when operating a company passenger bus and how to be proactive by completing the checklist.

## Learner Outcomes:
By the end of this lesson or activity the learner will be able to:

- Recognize important information on the checklist
- Identify items on the checklist
- Explain why the checklist is an important document

## Length of Lesson:
20 minutes

## Activity:
- Refer to Pre-Operational Equipment Checklist TSI Passenger Bus Operation document
- Identify the type of document
- Introduce the document and discuss where, if anywhere, they would be exposed to this concept in their everyday life.
- Review terminology and add new words to the word wall
- Ask participants to complete the Activity questions
- Reflect on learning

## Material Needed:
- Pre-Operational Equipment Checklist document
- Construction paper/marker/tape

## Instruction to Learners:
- Draw on the people in your group to share experiences on their own safety practices when operating any type of machinery
- Relate it to your own experiences and everyday life
Activity Questions

1. What is the purpose of the document?

2. What piece of equipment is being checked?

3. What three items would a worker check when inspecting the engine compartment?

4. What three items would a worker check when completing a walk around inspection?

5. What three items would a worker check when completing an onboard/running inspect?
PRE-OPERATIONAL EQUIPMENT CHECKLIST
TSI Passenger Bus Operation

DATE: ___________________________ OPERATOR: ___________________________
SHIFT: _______ EQUIPMENT #: ___________ HOUR METER READING ________

ENGINE COMPARTMENT (Check)
☐ Engine Oil Level  ☐ Power Steering Pump  ☐ Air Compressor
☐ Trans. Oil Level  ☐ Power Steering Fluid  ☐ Master Cylinder
☐ Alternator  ☐ Coolant Level  ☐ Steering Linkage
☐ Belts and Hoses  ☐ Water Pump  ☐ Other (Write in Comments)

WALK AROUND INSPECTION (Check)
☐ Fuel Tank and Cap  ☐ Head Lights  ☐ Chambers and Hoses  ☐ Exhaust
☐ Lug Nut and Rims  ☐ Brake Lights  ☐ Springs and Shocks  ☐ Windows
☐ Hazard Lights  ☐ Turn Signals  ☐ Wheel Flaps  ☐ Tires
☐ Clearance Lights  ☐ Axle Seals  ☐ Rear Door Latch  ☐ Other
☐ Slack Adjusters  ☐ Brakes  ☐ Mirrors

ONBOARD/RUNNING INSPECT (Check)
☐ Oil Pressure  ☐ Gear Shift  ☐ Fire Extinguisher  ☐ Drain Air Tanks Daily
☐ Voltage  ☐ Wipers  ☐ Parking Brake  ☐ Operat. Manual
☐ Steering  ☐ Mirror Adjustment  ☐ Service Brake  ☐ Other
☐ Horn  ☐ Heater/Defroster  ☐ Park Brake Test

Fueling Time: ___________________________ Amount of Fuel: _______ (liters)

Comments:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
### Essential Skills – Document Use

#### Lesson Plan

**Lesson Ten:**
Mandatory Courses Attendance Sheet  
Operational

**Overview:**
The learner will be able to identify what courses are mandatory at Vale INCO and why an attendance sheet is required.

**Learner Outcomes:**
By the end of the lesson or activity the learner will be able to:

- Describe the mandatory courses at Vale INCO
- Explain the value of the attendance sheet

**Length of Lesson:**
30 minutes

**Activity:**
- Refer to the Mandatory Courses Attendance Sheet documents
- Identify the type of document
- Introduce the document and discuss where, if anywhere, they would be exposed to this concept in their everyday life.
- Review terminology and add new words to the word wall
- Ask learners to complete the Activity questions
- Identify any other safety courses the learners are aware of.
- Record on flip chart
- Reflect on learning

**Material Needed:**
- Mandatory Courses Attendance Sheet document
- Construction paper/marker/tape
- Flip chart/paper/markers

**Instructions to Learners:**
- Draw on the experience of the group
- Be aware that you may be required to complete these courses
Activity Questions

1. What is the purpose of the document?

2. What is the date of the training?

3. Circle the location of the training.

4. What time does the first training session start?

5. Who delivers the WHMIS and MSDS training?

6. Workers are required to attend all sessions. Complete the form based on information provided in the agenda.
**Location:** Large Training Room  

**Mandatory Courses for All Permanent Occupations - AGENDA**

**Date:** Saturday, May 22, 2010

<table>
<thead>
<tr>
<th>Time</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00-7:20 a.m.</td>
<td>Bear Awareness (Paul Houmsell)</td>
</tr>
<tr>
<td>7:20-7:40 a.m.</td>
<td>Waste Management Awareness (Paul Houmsell)</td>
</tr>
<tr>
<td>7:40-8:40 a.m.</td>
<td>WHMIS and MSDS (Kathleen Moriarty)</td>
</tr>
<tr>
<td>8:40-9:00 a.m.</td>
<td>Workplace Exposure and Personal Hygiene (Shaun Boozan)</td>
</tr>
<tr>
<td>9:00-9:30 a.m.</td>
<td>Back Care (Shaun Boozan)</td>
</tr>
<tr>
<td>9:30-10:00 a.m.</td>
<td>Harassment Awareness/Gender Sensitivity (Kathleen Moriarty)</td>
</tr>
<tr>
<td>10:00-10:15 a.m.</td>
<td>BREAK</td>
</tr>
<tr>
<td>10:15-10:45 a.m.</td>
<td>SO2 Awareness (Sid Pain)</td>
</tr>
<tr>
<td>10:45-11:15 a.m.</td>
<td>Emergency Response Plan (Sid Pain)</td>
</tr>
<tr>
<td>11:15-11:45 a.m.</td>
<td>Slips, Trip and Falls (Sid Pain)</td>
</tr>
<tr>
<td>11:45 a.m.-12:15 p.m.</td>
<td>Hearing Protection (Kathleen Moriarty)</td>
</tr>
</tbody>
</table>

**LUNCH**

Please notify Training Department personnel if other training such as Respirator Fit Testing, Hot Work, Site Driver’s Permit, etc. are required.

Proof of a valid Driver’s License is required for the Site Driver’s Permit, and a Respirator Fit Test will require the "shaving" area for the respirator to be clean shaven.
# Mandatory Courses

## Attendance Sheet

Name: ___________________________ Date: ___________________________

Employer: ___________________________

<table>
<thead>
<tr>
<th>Course</th>
<th>Signature</th>
<th>Date</th>
<th>Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>SO2 Awareness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workplace Exposure and Personal Hygiene</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Waste Management Awareness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bear Awareness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emergency Response Plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender Awareness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Innu Cultural Awareness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inuit Cultural Awareness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WHMIS &amp; MSDS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Back Care</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hearing Protection</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slips, Trips, Falls</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Lesson Eleven: Pre-Operational Equipment Checklist 924 Cat Loader

**Overview:**
In this lesson, the learner will get an appreciation of the potential safety issues when operating a 924 Cat Loader and how to be proactive by completing a checklist.

**Learner Outcomes:**
By the end of this lesson or activity the learner will be able to:

- Recognize important information on a checklist
- Identify each item on a checklist
- Explain why the checklist is an important document

**Length of Lesson:**
30 minutes

**Activity:**
- Refer to Pre-Operational Equipment Checklist 924 Cat Loader Operation document
- Identify the type of document
- Introduce the document and discuss where, if anywhere, they would be exposed to this concept in their everyday life.
- Review terminology and add new words to the word wall
- Ask learners to complete the Activity questions
- Reflect on learning

**Material Needed:**
- Pre-Operational Equipment Checklist 924 Cat Loader document
- Construction paper/marker/tape

**Instructions to Learners:**
- Draw on the people in your group to share experiences on their own safety practices when operating any type of machinery
- Relate this to your own practices and share with the group
Activity Questions

1. What piece of equipment is being checked?

2. Circle three items workers check on a walk around (ground level)

3. Highlight three items workers check when equipment is running.

4. Name three items workers check during a cab/deck inspection.

5. Give an example of information found in the comments section?

6. Create a checklist for a piece of equipment you use at work or at home
**PRE-OPERATIONAL EQUIPMENT CHECKLIST**

**924 Cat Loader**

<table>
<thead>
<tr>
<th>DATE:</th>
<th>OPERATOR:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SHIFT:</th>
<th>EQUIPMENT #:</th>
<th>HOUR METER READING:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

### WALK AROUND (Ground Level)

- Wheel Chocks
- Rim 'Tires' Nuts
- Fuel Tank
- Steering Joints
- Trans. Oil Level
- Axle / Diff.
- Cylinders / Hoses
- Attach. Assembly
- Frame / Body
- Bucket / Pins
- Front Lights
- Hyd. Tank Level
- Wire / Conductors
- Grease System
- Fluid Leaks
- Battery Disconnect
- Radiator
- Rear Lights
- Fire Supp. / System
- Loose/Damaged Parts

---

### CAB/DECK LEVEL

- Step / Railing
- Engine Door
- Erg. Compartment
- Belts
- Air Filter
- Air Indicators
- Battery / Bracket
- Fire Extinguisher
- Lights / Beacon
- Radiator
- Air Pre-Cleaner
- Windows / Mirrors
- Door lock / Seals
- Wiper Blade
- Cab Clean
- Gauges / Indicators
- Cab Lights
- Seat and Belt
- Bucket / Boom Cont.
- Horn
- Pedals Clean
- 2 Way Radio
- First Aid Kit
- Transmission Oil
- Lock Out Tags

---

**Fueling Time:**

**Amount of Fuel:** _________ (liters)

**Comments:**

---

---

---

---

---

---
<table>
<thead>
<tr>
<th>Essential Skills – Document Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Plan</td>
</tr>
</tbody>
</table>

**Lesson Twelve:**
Cold or Flu

**Operational**

**Overview:**
The learner will distinguish between a cold and a flu

**Learner Outcomes:**
By the end of the lesson or activity the learner will be able to:

- Distinguish the differences between a cold and a flu

**Length of Lesson:**
30 minutes

**Activity:**
- Refer to the Cold or Flu document
- Identify the type of document
- Introduce the document and discuss where, if anywhere they would be exposed to this concept in their everyday life.
- Review terminology and add new words to word wall
- Project document
- Discuss the differences between a cold and a flu
- Ask the group for suggestions on how to prevent a cold or flu, record on flip chart
- In small groups take the information and transform it into a different format (eg. Checklist)
- Reflect on learning

**Materials Needed:**
- Cold or Flu document
- LCD projector
- Construction paper/marker/tape

**Instructions to Learner:**
- Think about when it is appropriate to stay home
- Think about what you can do to prevent catching a cold or flu
- How would this affect your family and friends
## Is it a cold or the flu?

<table>
<thead>
<tr>
<th>Symptoms</th>
<th>Cold</th>
<th>Flu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fever</td>
<td>Rare</td>
<td>Frequent and high (102° to 104°) for 3-4 days</td>
</tr>
<tr>
<td>Headache</td>
<td>Rare</td>
<td>Prominent</td>
</tr>
<tr>
<td>General Aches &amp; Pains</td>
<td>Slight</td>
<td>Common, often severe</td>
</tr>
<tr>
<td>Fatigue &amp; Weakness</td>
<td>Quite mild</td>
<td>Often lasts 2-3 weeks</td>
</tr>
<tr>
<td>Extreme Exhaustion</td>
<td>Never</td>
<td>Early and prominent</td>
</tr>
<tr>
<td>Stuffy Nose</td>
<td>Common</td>
<td>Sometimes</td>
</tr>
<tr>
<td>Sneezing</td>
<td>Usual</td>
<td>Sometimes</td>
</tr>
<tr>
<td>Sore Throat</td>
<td>Common</td>
<td>Sometimes</td>
</tr>
<tr>
<td>Chest Discomfort, Cough</td>
<td>Mild to moderate</td>
<td>Common</td>
</tr>
<tr>
<td></td>
<td>Hacking cough</td>
<td>Can become severe</td>
</tr>
<tr>
<td>Complications</td>
<td>Sinus congestion or earache</td>
<td>Bronchitis, pneumonia, can be life-threatening</td>
</tr>
<tr>
<td>Prevention</td>
<td>None</td>
<td>Annual vaccination</td>
</tr>
<tr>
<td>Treatment</td>
<td>Only temporary relief of symptoms</td>
<td>Amantadine or Rimantadine within 24-48 hrs of onset of symptoms</td>
</tr>
</tbody>
</table>
### Lesson Thirteen: Personal Protective Equipment

**Operational**

**Overview:**
The learner will learn how to identify the various symbols for different PPE equipment.

**Learner Outcomes:**
By the end of the lesson or activity the learner will be able to:

- Identify the symbols for PPE

**Length of Programs:**
20 minutes

**Activity:**
- Refer to the PPE document
- Identify the type of document
- Introduce the document and discuss where, if anywhere, they would be exposed to this concept in their everyday life.
- Break into smaller groups
- Assign symbols to groups
- Project document using LCD projector and (cover names)
- Decide as a group what the symbols represent
- Ask learners to answer the Activity questions
- Reveal and discuss the document

**Material Needed:**
- PPE document
- LCD projector/computer

**Information for Learners:**
- Draw on the knowledge in your group
- Share your decisions with the group
Activity Questions

1. What is the purpose of the document?

2. Name three pieces of personal protective equipment that you use in your personal life.
## Lesson Fourteen:
Joint Occupational Health and Safety Recommendation

### Overview:
The learner will recognize the value of JOH&S committee meetings.

### Learner Outcomes:
By the end of the lesson or activity the learner will be able to:
- Explain the terminology of the document
- Complete the form

### Length of Lesson:
30 minutes

### Activity:
- Refer to Joint Occupational and Safety Recommendation document
- Identify the type of document
- Introduce the document and discuss where, if anywhere, they would be exposed to this concept in their everyday life. For example, how does your community make decisions?
- Review terminology and add new words to the word wall
- Provide the following scenario for learners to work from to complete the form
- Reflect on learning

### Materials Needed:
- Joint Occupational and Safety Recommendation document
- Construction paper/marker/tape

### Information for Learners:
- Draw on the experiences from your group
- Consider how this affect you
Activity Scenario

A worker attended a JOHS meeting that took place on March 21, 2010 at 4:30. It resulted in a recommendation to place a CO\textsubscript{2} fire extinguisher at exit 14B. Management has accepted the recommendation. They have directed maintenance to install the extinguisher and poster by April 15, 2010. The worker is responsible to ensure it takes place. The worker will give a report at the next committee meeting.
<table>
<thead>
<tr>
<th>Joint Occupational Health and Safety Committee ------ Recommendation Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>USE ADDITIONAL SHEETS IF NECESSARY</td>
</tr>
<tr>
<td><strong>Meeting Date:</strong></td>
</tr>
<tr>
<td><strong>Meeting Time:</strong></td>
</tr>
<tr>
<td>-</td>
</tr>
<tr>
<td>-</td>
</tr>
<tr>
<td>Committee Recommendation</td>
</tr>
<tr>
<td>-</td>
</tr>
<tr>
<td>Management Response</td>
</tr>
<tr>
<td>Above Recommendation: Accepted  Rejected</td>
</tr>
<tr>
<td>-</td>
</tr>
<tr>
<td>If rejected, rationale for rejection</td>
</tr>
<tr>
<td>-</td>
</tr>
<tr>
<td>If accepted, implementation measures including timeframe for implementation</td>
</tr>
<tr>
<td>-</td>
</tr>
<tr>
<td>Individual responsible to follow up implementation actions:</td>
</tr>
<tr>
<td>-</td>
</tr>
<tr>
<td>Record actions on Committee Minutes booklet Part III</td>
</tr>
<tr>
<td><strong>Date:</strong></td>
</tr>
<tr>
<td><strong>Signature:</strong> Anaconda Mining Inc.</td>
</tr>
</tbody>
</table>
## Essential Skills – Document Use
### Lesson Plan

**Lesson Fifteen:**
Hazard Inventory System  
**Operational**

**Overview:**
The learner will evaluate the importance of the Hazard Inventory System

**Learner Outcomes:**
By the end of the lesson or activity the learner will be able to:

- Discuss the value of the inventory
- Complete a sample of an inventory

**Length of Lesson:**
30 minutes

**Activity:**
- Refer to the Hazard Inventory System Document
- Identify the type of document
- Introduce the document and discuss where, if anywhere, they would be exposed to this concept in their everyday life.
- Review terminology and add new words to the word wall
- Scan the document
- Ask the learners to complete the Activity questions
- Discuss the completed forms
- Relate to day to day living
- Reflect on learning

**Materials Needed:**
- Hazard Inventory System Document
- Construction paper/markers/tape

**Information for Learners:**
- Draw from the experience of your group
- Think about how this relates to your everyday life
Activity Questions

1. A worker identified who may be harmed, what is the next step?

2. Which would a worker do first – decide who is responsible or implement follow-up actions.

3. Why is it important to sign and date the document?

4. All learners will create their own hazard and complete the chart
<table>
<thead>
<tr>
<th></th>
<th>Example of an inspection finding/observation and risk ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Observation</strong></td>
</tr>
<tr>
<td></td>
<td>Hole in step entrance to building</td>
</tr>
<tr>
<td>2</td>
<td><strong>Who might be harmed</strong></td>
</tr>
<tr>
<td></td>
<td>Employees and others using step.</td>
</tr>
<tr>
<td>3</td>
<td><strong>Risk Evaluation:</strong></td>
</tr>
<tr>
<td></td>
<td>How might they be harmed</td>
</tr>
<tr>
<td></td>
<td>(severity likelihood)</td>
</tr>
<tr>
<td></td>
<td>What is likelihood of harm?</td>
</tr>
<tr>
<td></td>
<td>Possible falls, fractures, concussions, etc ... Risk ranking will be 6-9 (likelihood of trip/fall in hole (3) and severity moderate to high (2-3). Result is 3x2 = 6 or 3x3=9. 6 -9 is high and unacceptable. Risk reduction measures required.</td>
</tr>
<tr>
<td>4.</td>
<td><strong>Control measures required</strong></td>
</tr>
<tr>
<td></td>
<td>Repair step immediately ( place signs to warn of hazard in interim/ temporary cover with signs)</td>
</tr>
<tr>
<td>5</td>
<td><strong>Measures taken</strong></td>
</tr>
<tr>
<td></td>
<td>Include measures taken to remove Hazard (ie. Repair/warnings)</td>
</tr>
<tr>
<td>6</td>
<td><strong>Follow up Actions</strong></td>
</tr>
<tr>
<td></td>
<td>Ensure step is properly repaired.</td>
</tr>
<tr>
<td>7</td>
<td><strong>Responsibility</strong></td>
</tr>
<tr>
<td></td>
<td>Identify person responsible for the actions required to ensure control.</td>
</tr>
<tr>
<td>8</td>
<td><strong>Date/Time</strong></td>
</tr>
<tr>
<td></td>
<td>include date and time of observation</td>
</tr>
<tr>
<td>9</td>
<td><strong>Signature</strong></td>
</tr>
<tr>
<td></td>
<td>Person completing form to sign</td>
</tr>
<tr>
<td>Essential Skills – Document Use</td>
<td></td>
</tr>
<tr>
<td>---------------------------------</td>
<td></td>
</tr>
<tr>
<td>Lesson permanente:</td>
<td></td>
</tr>
<tr>
<td>Unsafe Equipment Tag</td>
<td></td>
</tr>
<tr>
<td>Operational</td>
<td></td>
</tr>
</tbody>
</table>

**Overview:**
The learner will explain the use of unsafe equipment tags and determine why they are important.

**Learner Outcomes:**
By the end of the lesson the learner will be able to:

- Determine when equipment is not safe
- Describe the process for identifying unsafe equipment

**Length of Lesson:**
40 minutes

**Activity:**
- Refer to the Unsafe Equipment Tag document
- Identify the type of document
- Introduce the document and discuss where, if anywhere, they would be exposed to this concept in their everyday life
- Review terminology and add new words to word wall
- Ask learners to complete the Activity questions
- Reflect on learning

**Materials Needed:**
- Unsafe Equipment Tag documents
- Construction paper/marker/tape

**Information for Learners:**
- Draw from the experience of your group
- Think about how this relates to your everyday life
Activity Questions

1. What is the purpose of the document?
2. Where is the equipment located?
3. List three pieces of equipment that require lockout/isolation.
4. Name the three things that need to be completed before the equipment is released from lockout/isolation.
5. Who can remove the lock/tag?
Lockout / Isolation

Equipment: SAG MILL
Equipment #: 1420-SSH-4002

Date: 4/13/2010 Time: 4:07 PM
Performed by: James Smith
Supervisor: Jerome Example
Lock set #: (if used) __________________________
Number of locks applied: 15

Equipment and/or Processes which require Lockout / Isolation

<table>
<thead>
<tr>
<th>Equipment/ Process</th>
<th>Equipment #</th>
<th>E</th>
<th>M</th>
<th>Lockout/Isolate</th>
<th># of locks</th>
<th>Lock Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>MILL MAIN MOTOR</td>
<td>1420-SSH-4002</td>
<td>X</td>
<td></td>
<td>Main Beamless</td>
<td>1</td>
<td>4600</td>
</tr>
<tr>
<td>MILL FEED Conveyor</td>
<td>1410-SSH-4002</td>
<td></td>
<td></td>
<td>Main Beamless</td>
<td>1</td>
<td>462</td>
</tr>
<tr>
<td>Kettle Kettle Conveyor 1</td>
<td>1420-SSH-4002</td>
<td>X</td>
<td></td>
<td>Main Beamless</td>
<td>1</td>
<td>463</td>
</tr>
<tr>
<td>SAG Discharge XDP</td>
<td>1420-SSH-4002</td>
<td>X</td>
<td></td>
<td>Main Beamless</td>
<td>1</td>
<td>464</td>
</tr>
<tr>
<td>Recirc Tunnel Supply Pump</td>
<td>3415-SSH-3001</td>
<td>X</td>
<td></td>
<td>Main Beamless</td>
<td>1</td>
<td>465</td>
</tr>
<tr>
<td>Dewatering System</td>
<td>1420-SSH-4002</td>
<td></td>
<td></td>
<td>Main Beamless</td>
<td>1</td>
<td>466</td>
</tr>
<tr>
<td>Pinion Lubrication System</td>
<td>1420-SSH-4002</td>
<td>X</td>
<td></td>
<td>Main Beamless</td>
<td>1</td>
<td>467</td>
</tr>
<tr>
<td>Processor 1 Tank</td>
<td></td>
<td></td>
<td></td>
<td>Manual Valve</td>
<td>2</td>
<td>468/469</td>
</tr>
<tr>
<td>Processor 2 Tank</td>
<td></td>
<td></td>
<td></td>
<td>Manual Valve</td>
<td>2</td>
<td>470/471</td>
</tr>
<tr>
<td>Slurry Line Arrest Globe</td>
<td></td>
<td></td>
<td></td>
<td>Manual Valve</td>
<td>1</td>
<td>472</td>
</tr>
<tr>
<td>Blast Air Line</td>
<td></td>
<td></td>
<td></td>
<td>Manual Valve</td>
<td>1</td>
<td>473</td>
</tr>
<tr>
<td>Instrument Air Line</td>
<td></td>
<td></td>
<td></td>
<td>&quot; Total &quot;</td>
<td></td>
<td>1474</td>
</tr>
</tbody>
</table>

Release from Lockout / Isolation

Equipment / Tools are removed: ✔
All personnel are clear: ✔
All lockout / Isolation devices are removed: ✔

Date 5/13/2010 Time: 8:50 PM
Performed by: James Smith
Supervisor: Jerome Example

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# Essential Skills – Document Use
## Lesson Plan

### Lesson Seventeen:
Personnel Training Register  
Operational  

### Overview:
The learner will determine the importance of documenting employee training.

### Learner Outcomes:
By the end of the lesson or activity the learner will be able to:
- Identify various types of employee training
- Discuss the importance of the form
- Complete the form

### Length of Lesson:
30 minutes

### Activity:
- Refer to Personnel Training Register document
- Identify type of document
- Introduce the document and discuss where, if anywhere, they would be exposed to this concept in their everyday life.
- Review terminology and add new words to word wall
- Ask learners to complete the following questions:
  - What is the title of the table?
  - What are the display headings?
- Distribute the mock certificates and complete the form
- Reflect on learning

### Material Needed:
- Personnel Training Register document
- Construction paper/marker/tape
- Mock certificates

### Information for Learners:
- Draw on the experience of the group
- Consider what training if any you have completed outside of work
- Think about how it could benefit your everyday life
# Lesson Plan

## Lesson Eighteen:
### Misfire Report

### Operational

**Overview:**
The learner will describe the responsibilities of a worker when they discover a misfire.

**Learner Outcomes:**
By the end of the lesson or activity the learner will be able to:

- Describe a misfire
- Discuss the value of this form
- Compete the form

**Length of Lesson:**
30 minutes

**Activity:**
- Refer to the Misfire Report
- Identify type of document
- Introduce the document and discuss where, if anywhere, they would be exposed to this concept in their everyday life.
- Review terminology and add new words to word wall
- Ask learners to complete the Activity questions
- Review the Activity scenario
- Complete the form
- Reflect on learning

**Material Needed:**
- Misfire Report document
- Construction paper/marker/tape

**Information for Learners:**
- Draw on the experience of your group
Activity Questions

1. What is the purpose of the document?
2. What information is required for the location?
3. What does the blaster in charge have to complete on the document?

Scenario Activity

You are the blaster in charge, a misfire occurred and discovered by a worker at 596342N 634200E at an elevation of 200 meters. The misfire was successfully detonated and an all clear signal was given.
MISFIRE REPORT

Discovered By: ____________________

Date: ______________

Location: Northing: ______________

Easting: ______________

Elevation: ______________

DRILLER / BLASTER NOTIFICATION

Blaster in charge – Name: ____________________

Date: ______________

Time: ______________

Misfire Verification: Yes ___ No ___

If Yes, Detonated Successfully Yes ___ No ___

"All Clear Given" Yes ___ No ___

Blaster in Charge – Signature: ____________________

Time: ______________

Date: ______________
Lesson Nineteen: Forklift Inspection Checklist

Overview:
The learner will identify what to look for in the inspection, the value of the form.

Learner Outcomes:
By the end of the lesson or activity the learner will be able to:

- Identify the items on the check list
- Describe the importance of the check list

Length of Lesson:
30 minutes

Activity:
- Refer to the Forklift Inspection Checklist document
- Identify the type of document
- Introduce the document and discuss where, if anywhere, they would be exposed to this concept in their everyday life.
- Define terminology used on list and add new words to word wall
- Ask learners to complete the Activity questions
- Reflect on learning

Material Needed:
- Forklift Inspection Checklist document
- Construction paper/marker/tape

Information for Learners:
- Draw on the experience of your group
- Check the word wall to make sure words you need are there
- Think about how a checklist process could work in your everyday life
Activity Questions

1. Workers have to inspect each item on the checklist. Circle the three options the worker can choose from to indicate the inspection is complete.

2. Highlight who receives the completed checklist.

3. What are the categories of information?

4. How often should the worker complete the inspection?
To be passed into Linus Doyle after each inspection

Forklift Inspection Checklist
(Inspection to be done on a weekly basis)

Date: ___________________ Truck #: ___________________ Hour Meter: ___________________

<table>
<thead>
<tr>
<th>Inspection</th>
<th>OK</th>
<th>Not OK</th>
<th>N/A</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic inspection (from ground):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>manufacturer's manual (in place)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>forks (bent, worn, damaged, locking pins)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>tires (worn, air, separating, missing bolts)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fire extinguisher (fully charged, sealed)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>horn (operational, loud enough)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>warning devices (alarms, flashing lights)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lights (head, brake, and reverse)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>overhead guard (good repair, secure)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>back rest extension (good repair, secure)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal combustion equipment:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>propane tank (date, leak, secure)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>gas cap (secure)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>engine oil (check with engine off)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>radiator (do not check if hot)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>hydraulic fluid (forks down)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>hoses and belts (good repair)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>battery (light connections, cell levels)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Battery powered equipment:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cables and connections (tight)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cell levels (above plates)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>battery retainer plate (in place)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>braking control (smooth operation)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic inspection (on truck):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>parking brake (holds both directions)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>foot brake (firm, stops truck smoothly)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>steering (smooth operation)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>leaks (under truck)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>hydraulic controls (smooth operation)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>hydraulic functions (reach, tilt, up/down)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>directional controls (smooth operation)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>emissions (excessive fumes, smoke)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Inspected by: ___________________ Supervisor: ___________________
### Lesson Twenty: Daily Start-Up and Maintenance Inspection Record  
**Operational**

**Overview:**
The learner will assess the value in an inspection form.

**Learner Outcomes:**
By the end of the lesson or activity the learner will be able to:

- Describe the different parts of the form
- Identify why it is important

**Length of Lesson:**
30 minutes

**Activity:**
- Refer to the Daily Start-Up and Maintenance Inspection Record document
- Identify the type of document
- Introduce the document and discuss where, if anywhere, they would be exposed to this concept in their everyday life.
- Review terminology and add new words to the word wall
- Identify the categories
- Complete the Activity questions
- Reflect on learning

**Material Needed:**
- Daily Start-Up and Maintenance Inspection Record document
- Construction paper/marker/tape

**Information for Learners:**
- Draw on the experience of your group
- Think about why this form is important and how you would use this process in your everyday life
Activity Questions

1. Name the piece of equipment in the document.

2. What are four items workers inspect before start-up?

3. Highlight, underline or circle one item workers inspect after the crushing begins.

4. If the oil filter indicator has restricted flow what action is required?

5. What is the significance of the crushing hours and down time at the bottom of the form?
# DAILY START-UP AND MAINTENANCE INSPECTION RECORD

## Cone and Jaw Crusher

### Before start-up inspect:

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>OK</th>
<th>Cleaned</th>
<th>Amount oil added</th>
<th>Replaced</th>
<th>Cleaned</th>
<th>Adjusted/replaced</th>
<th>Amount added</th>
<th>Grease added</th>
<th>Replaced filter element</th>
<th>Adjusted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Under-crusher discharge area for blockage</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Check oil for proper level, viscosity, and cleanliness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Leading counterweight for wear, cracks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Drive sheaves for dirt buildup, wear</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Drive V-belts for wear, frying, slipping</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Check oil level in gear boxes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Grease all moving parts (belts, motors, bearings)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Oil filter indicator for restricted flow</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Closed side setting for accurate adjustment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Crusher hydraulic system for leaks at:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Jacks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Clamps</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Tramp iron relief</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### After start-up, running empty, inspect:

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>OK</th>
<th>Leaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Flow meter: Write down the reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Ammeter: Write down the amperage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Low oil warning born system</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ OK □ not working</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### After crushing begins, inspect:

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Centered</th>
<th>Adjusted</th>
<th>Not enough volume</th>
<th>Too fast</th>
<th>Ampere reading</th>
<th>Flow rate</th>
<th>Tonnes crushed</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Feed location</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Feed rate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Feed velocity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Ammeter for ampere draw under full load</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Flow meter reading under full load</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total crushing hours this date
Downtime this date

Comments: ________________________________

---

**DATE:** ______________________

**Start-up time:**

**Flow rate:**

**Ampere reading:**

**Flow rate:**

**Tonnes crushed:**

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### Essential Skills – Document Use
#### Lesson Plan

**Lesson Twenty-One:**
Chemicals on Work Clothing  
Operational

**Overview:**  
The learner will develop a greater awareness of the potential hazards when working in a laundry facility in an industrial setting.

**Learner Outcomes:**  
By the end of the lesson or activity the learner will be able to:

- Identify the precautions when handling work clothing
- Explain why it is important to appreciate potential hazards in all positions

**Length of Lesson:**  
30 minutes

**Activity:**
- Refer to Chemicals on Work Clothing document
- Identify the type of document
- Introduce the document and discuss where, if anywhere, they would be exposed to this concept in their everyday life.
- Review terminology and add words to word wall
- **Document contains too much text. Instructors need to create a summary for the learners**
- Project summary with LCD projector
- Skim and scan the document
- Lead discussion on hazards and what precautions can be taken. Complete the following questions:
  - Reflect on learning

**Material Needed:**
- Chemicals on work clothing document
- Construction paper/marker/tape
- Projector and computer
- Summary notes

**Instructions to Learners:**
- Imagine this is your job when considering precautions
- Draw from the experience of the group
Activity Questions

1. Underline the precautions laundry facility workers should take.

2. Who does the worker contact to find further information about MSDS or where to find them on the electronic system?

3. Why are the boarders in the document red?

4. Why is the title in the document bold, upper case, and red?

5. Why are bullets used in the document?
HAZARD ALERT
-Chemicals on Work Clothing-

The central laundry facility in the site services building receives work clothing such as coveralls, coats, and pants from all areas of the property. Often times, these items become heavily soiled from everyday work activities. For people handling these clothes it is important to realize that due to the nature of the work being performed throughout the operation, and the nature of some of the substances used here at our mine site, chemicals other than concentrate may sometimes be contained on these work clothing. Different chemicals used throughout the concentrator, and other chemicals used by site services personnel (in the water treatment plant for example) may all present potential risks of exposure if workers handling these clothes are not protected.

When handling clothing items at the industrial laundry facility workers should take the following precautions:

- Always protect your hands – wear impermeable, chemical resistant gloves;
- Ensure that your arms are also covered if there is risk of contact with clothing (when reaching into bins or handling more than one item);
- When transferring clothing items remove them one item at a time, never fill your arms with contaminated (dirty) work clothes;
- Always handle heavily soiled work clothes with caution.

When working in the central laundry facility it is important to have knowledge of your own workplace chemicals. Additionally, it is also important to have some knowledge of the chemicals that are being used on a regular basis and which may contribute to contamination of work clothing. In the concentrator there are several reagents used throughout the process (xanthate, frothers, and quicklime) on a constant basis. Site services personnel use chemicals (e.g. Kochiteen P11 and P02) to clean tanks and filters of the potable water treatment plant. Other common substances like fuels, oils and greases are often found on work wear from maintenance and mechanical personnel.

In summary, for employees working at the central laundry, it is important to be aware of work clothes contaminants here at our site. Material safety data sheets exist and can be found on our electronic system registry, take the time to review them and become familiar with some of the information for handling and use and hazards they present. Most importantly though, take the time to protect yourself and handle contaminated work wear with reasonable precaution. Remember that when clothing arrives at the central laundry, it has already been used to protect workers from contaminants in their workplace. Take the time to protect yourself in yours.

If you have any questions about MSDS, or where to find them on our electronic system, contact your supervisor or the EH&S Department.
Lesson Twenty-Two:
Types of Waste

Overview:
The learner will identify and categorize the different types of waste

Learner Outcomes:
By the end of the lesson or activity the learner will be able to:

- Distinguish between the different types of waste
- Categorize where waste belongs

Length of Lesson:
40 minutes

Activity:
- Refer to Common Waste Types document
- Identify the type of document
- Introduce the document and discuss where, if anywhere, they would be exposed to this concept in their everyday life.
- Review terminology and add new words to the word wall
- Project using a LCD projector the four main types of waste and reinforce by using examples
- Break into smaller groups
- Use the waste items on the document to distribute to the groups be sure to go through the list to make sure everyone understands what the items are. Give each group the list of items to work with
- Ask the groups to place each item under the correct heading
- Move from group to group to assess process and assist where needed
- Review results in large group
- Ask each group to create their own waste table reflecting their home waste. Using the following categories: garbage, recycling, compost, hazardous
- Reflect on learning
**Materials Needed:**
- Common Waste Types Document
- LCD projector and computer
- Construction paper/marker/tape
- List of items for each group

**Information for Learners:**
- Draw on the experience of your group
- Work together to complete activity
- How does your own waste fit into this model?
EVERYBODY GENERATES WASTE!!!
**Lesson Twenty-Three:**
Overtime Tracking

**Operational**

**Overview:**
The learner will be introduced to the concept of overtime and how to track it.

**Learner Outcomes:**
By the end of this lesson or activity the learner will be able to:

- Explain the concept of overtime
- Complete an overtime tracking form

**Length of Lesson:**
30 minutes

**Activity:**
- Refer to the Overtime Tracking document
- Identify the type of document
- Introduce the document and discuss where, if anywhere, they would be exposed to this concept in their everyday life.
- Review terminology and add any new words to the word wall
- Ask learners to complete the Activity questions
- Reflect on learning

**Materials Needed:**

- Overtime tracking document
- Construction paper/marker/tape

**Instructions to Learner:**
- Draw on the experience of the group to discuss overtime experiences.
Activity Questions

1. What is the purpose of the document?

2. Highlight or circle the three pieces of information workers need before they can document overtime.

3. Complete the document using the following information:
   Workers sometimes work overtime. Workers are responsible for tracking that time. A worker worked two overtime shifts this week, March 1, 2010 for 8 hours and March 3, 2010 for 12 hours.

4. Why is it necessary to have the manager sign this document?
<table>
<thead>
<tr>
<th>Date</th>
<th>Hours Worked</th>
<th>OT Code</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Description of OT:

Supervisors Signature: ___________________________  Date: _____________

Managers Signature: ___________________________  Date: _____________
## Lesson Twenty-Four: Hearing Protection

### Overview:
The learner will learn the importance of hearing protection and how to properly use earplugs.

### Learner Outcomes:
By the end of the lesson or activity the learner will be able to:

- Determine the correct way to insert earplugs
- Explain the consequence of not protecting your hearing

### Length of Lesson:
30 minutes

### Activity:
- Refer to the Hearing Protection Documents
- Identify the type of documents
- Introduce the document and discuss where, if anywhere, they would be exposed to this concept in their everyday life.
- Review terminology and add new words to the word wall
- Demonstrate the proper use of earplugs
- Assign partners so they can check each other for a proper fit
- Have learners use earplugs
- Ask learners to complete the Activity questions
- Reflect on learning

### Material Needed:
- Hearing Protection Document
- Construction paper/marker/tape
- Examples of Common Noisy Equipment and Environment Document
- Daily Allowable Times for Exposure to Noise Document
- Ear plugs for each participant

### Instructions for Learners:
- Work together as a group to ensure the earplugs are correctly inserted
- Rethink your own habits when working in noise
Activity Questions

1. What is the purpose of the document?

2. How many dB are you exposed to while using a high pressure hose?

3. Workers work in noisy environments. How many hours a day are permitted when exposed to 84 dB without hearing protection?

4. Name three activities outside the mine where people should wear hearing protection.
### Examples of Common Noisy Equipment and Environments

<table>
<thead>
<tr>
<th>Level</th>
<th>Equipment/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>85-90 dB</td>
<td>Mill operations, high pressure hose</td>
</tr>
<tr>
<td></td>
<td>Crusher operations, front-end loader</td>
</tr>
<tr>
<td></td>
<td>Lawn mower, circular saw, chain saw</td>
</tr>
<tr>
<td>90-100 dB</td>
<td>Power plant operations, air-compressed tools</td>
</tr>
<tr>
<td></td>
<td>Air marshalling, drill rig, welding/cutting</td>
</tr>
<tr>
<td>100-130 dB</td>
<td>Rock concert</td>
</tr>
<tr>
<td></td>
<td>Jet taking off, shotgun blast</td>
</tr>
<tr>
<td>Noise Level</td>
<td>Allowable Exposure Time</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>83 dB</td>
<td>12 hours</td>
</tr>
<tr>
<td>84 dB</td>
<td>10 hours</td>
</tr>
<tr>
<td>85 dB</td>
<td>8 hours</td>
</tr>
<tr>
<td>88 dB</td>
<td>4 hours</td>
</tr>
<tr>
<td>91 dB</td>
<td>2 hours</td>
</tr>
<tr>
<td>94 dB</td>
<td>1 hour</td>
</tr>
<tr>
<td>97 dB</td>
<td>30 minutes</td>
</tr>
</tbody>
</table>
### Lesson Twenty-Five:  
Fire Information  

**Operational**

**Overview:**  
The learner will identify the different types of fires and fire extinguishers.

**Learner Outcomes:**  
By the end of the lesson or activity the learner will be able to:

- Distinguish the differences between the various types of fires
- Explain when to use a specific type of fire extinguisher

**Length of Lesson:**  
40 minutes

**Activity:**
- Refer to the Fire Information document
- Identify the type of document
- Introduce the document and discuss where, if anywhere, they would be exposed to this concept in their everyday life.
- Review terminology and add new words to word wall
- Ask learners to complete the following questions:
- reflect on learning

**Material Needed:**
- Fire Information document
- Construction paper/marker/tape

**Instructions to Learners:**
- Draw on the experience of your group
- Think about how this applies to your everyday life
- How does this affect your family
Activity Questions

1. What is the purpose of the document?

2. Circle three classes of fires.

3. How does a worker fight a fire in a garbage can containing paper and rags?

4. What is the recommended extinguisher for a Class B fire?

5. What could happen while fighting a Class C fire?

6. What type of fire extinguisher(s) should you have in your home?

7. How does your community promote fire safety?

8. Create a table reflecting the information in the document.
12.8.6 Fire and Use of Fire Extinguishers

Good Housekeeping is essential in the prevention of fires. Fires can start anywhere and at any time. This is why it is important to know which fire extinguisher to use and how to use it.

Always keep fire extinguishers visible and easy to get at. Fire extinguishers have to be properly maintained to do the job. Where temperature is a factor, ensure that care is taken in selecting the right extinguisher.

Class A: These fires consist of wood, paper, rags, rubbish and other ordinary combustible materials.

**Recommended Extinguishers**
- Water from a hose; pump type water can, or pressurized extinguisher, and soda acid extinguisher.

**Fighting the Fire**
- Soak the fire completely - even the smoking embers.

Class B: Flammable liquids, oil and grease

**Recommended Extinguishers**
- ABC units, dry chemical, foam and carbon dioxide extinguishers.

**Fighting the Fire**
- Start at the base of the fire and use a swinging motion from the left to right, always keeping the fire in front of you.

Class C: Electrical equipment

**Recommended Extinguishers**
- Carbon dioxide and dry chemical (ABC units) extinguishers.

**Fighting the Fire**
- Use short bursts on the fire. When the electrical current is shut off on a Class C fire, it can become a Class A if the materials around the electrical fire are ignited.

**Types of Fires**
### Lesson Twenty-Six: Concept of Operations

#### Overview:
The learner will recognize the path of airflow through a machine by reading a graphic.

#### Learner Outcomes:
By the end of the lesson or activity the learner will be able to:

- Identify the document as a graphic
- Read the diagram

#### Length of Lesson:
20 minutes

#### Activity:
- Refer to the Basic Concept of Operations document
- Identify the type of document
- Introduce the document and discuss where, if anywhere, they would be exposed to this concept in their everyday life
- Review terminology and add new words to word wall
- Ask the following probing questions:
- Reflect on learning

#### Materials Needed:
- Qualified and Certified Flowchart
- Construction paper/marker/tape

#### Information for Learners:
- Draw from the experience of your group
Activity Questions

1. What is the purpose of the graphic?

2. What is the general direction of the air flow?

3. Circle the section of the form where the air enters and exits the machine.

4. What is the purpose of using color in the graphic?
Essential Skills – Document Use  
Lesson Plan

Lesson Twenty-Seven:  
Qualified and Certified Flowchart  
Operational

Overview:  
The learner will follow the path of a flow chart to determine an outcome

Learner Outcomes:  
By end of the lesson or activity the learner will be able to:

- Identify the shapes in the chart and their meaning
- Follow the flow of the chart recognizing the different paths
- Determine the outcome based on the path followed

Length of Lesson:  
30 minutes

Activity:  
- Refer to the Qualified and Certified Flowchart document
- Identify the type of document
- Introduce the document and discuss where, if anywhere, they would be exposed to this concept in their everyday life
- Review terminology and add new words to word wall
- Explain how a flow chart works and what the following symbols mean:
  - Ovals indicate the start and end points
  - Lines with arrows determine the flow through the chart
  - Rectangles show a process, task, action or operation
  - Diamonds shows a decision is needed and the answer to the question determines which arrow you follow
- Ask learners to complete the Activity questions

Material Needed:
- Qualified and Certified Flowchart
- Construction paper/marker/tape

Information for Learners:
- Draw from the experience of your group
- Consider this process for making personal decisions
Activity Questions

1. What potential problems might a worker encounter when going through the re-certification/certification process?

2. If the worker passes each step, how many stages are there?

3. Choose a pathway and follow it to the end

4. Workers need to comply with re-qualification/certification required on mine sites. A worker hasn’t meant the minimum score on a competency test. What are the next possible steps?
<table>
<thead>
<tr>
<th>Lesson Twenty-Eight:</th>
<th>Lubricant Chart</th>
<th>Operational</th>
</tr>
</thead>
</table>

**Overview:**
The learner will gather information from a graphic

**Learner Outcomes:**
By the end of the lesson or activity the learner will be able to:

- Identify the type of document
- Link print information to the diagram
- Understand the process of lubrication using the graphic and chart

**Length of Lesson:**
30 minutes

**Activity:**
- Refer to the Lubrication chart document
- Identify the type of document
- Introduce the document and discuss where, if anywhere, they would be exposed to this concept in their everyday life.
- Review terminology and add new words to the word wall
- Present the following scenarios:
  - Mechanics on the job sites read lubrication charts. Circle two locations where the mine worker will lubricate the nipple in the roller bearings (2/roller). How much and how often is the lubrication used.
  - A worker lubricates locking pins. Circle the application tool the worker will have to use and how often?
- Reflect on learning

**Material Needed:**
- Lubrication Chart
- Construction paper/marker/tape

**Information for Learners:**
- Draw on the experience of your group
- Compare this to your own experiences
5.1.4 LUBRICATION

These lubrication instructions are general and do not refer to measures taken in special conditions.

The parts to be lubricated manually with a grease gun are:
- roller bearings
- cloth tracking device adjusting screw
- locking pins

<table>
<thead>
<tr>
<th>POINT</th>
<th>LUBRICATION</th>
<th>LUBE</th>
<th>AMOUNT</th>
<th>INTERVAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3, 6</td>
<td>NIPPLES IN ROLLER BEARINGS (2/roller)</td>
<td>NLG-1</td>
<td>10 g</td>
<td>1 MONTH</td>
</tr>
<tr>
<td>4</td>
<td>NIPPLES IN IMPULSE ROLLER</td>
<td>NLG-1</td>
<td>10 g</td>
<td>1 WEEK</td>
</tr>
<tr>
<td>5</td>
<td>NIPPLES IN PLATE ROLLERS</td>
<td>NLG-1</td>
<td>10 g</td>
<td>1 WEEK</td>
</tr>
<tr>
<td>7</td>
<td>NIPPLE IN CLOTH TRACKING DEVICE</td>
<td>NLG-1</td>
<td>10 g</td>
<td>1 MONTH</td>
</tr>
<tr>
<td>8</td>
<td>LOCKING PINS</td>
<td>NLG-1</td>
<td>LUBE WITH BRUSH</td>
<td>1 MONTH</td>
</tr>
</tbody>
</table>
| **Essential Skills – Document Use**  
| **Lesson Plan**  

| **Lesson Twenty-Nine:**  
| Main Components to Inspect (forklift) | Operational |

| **Overview:**  
The learner will identify the main components required of an effective inspection. |

| **Learner Outcomes:**  
| By the end of the lesson or activity the learner will be able to: |

- Identify the type of document  
- Understand which components are important  
- Create a checklist that reflects the components of the forklift  

| **Length of Lesson:**  
| 30 minutes |

| **Activity:**  
| - Refer to the Main Components to Inspect document  
| - Identify the type of document  
| - Introduce the document and discuss where, if anywhere, they would be exposed to this concept in their everyday life.  
| - Review terminology and add new words to the word wall  
| - Complete the following task:  
  Forklift drivers must comply with procedures to ensure safe operation of the equipment. Create a pre-operation inspection checklist for the driver  
| - Reflect on learning |

| **Materials Needed:**  
| - Main Components to Inspect document  
| - Construction paper/ marker/tape |

| **Information for Learners:**  
| - Draw on the experience of your group  
| - Where else could this skill be important to you? |
**Lesson Thirty:** Incident Reporting Form

**Overview:**
The learner will explain how to recognize a workplace incident

**Learner Outcomes:**
By the end of the lesson the learner will be able to:

- Discuss examples of workplace incidents
- Explain how to recognize it as an incident
- Complete the form

**Length of Lesson:**
30 minutes

**Activity:**
- Refer to the Incident Reporting Form document
- Identify the type of document
- Introduce the document and discuss where, if anywhere, they would be exposed to this concept in their everyday life.
- Review terminology and add new words to the word wall
- Complete the following questions:
  - What is the purpose of the document?
  - Circle the three types of incidents.
  - As a group create an incident and record on flip chart. Ask learners to complete the form based on the incident described.
- Reflect on learning

**Material Needed:**
- Incident Reporting Form document
- Construction paper/marker/tape
- Flipchart/paper

**Information for Learners:**
- Draw on the experience of your group
- Think of incidents in your everyday life that could involve an injury, environmental incident or an incident with equipment
### Pine Cove Mine - Incident Reporting Form

This form is to be completed and forwarded to the Anaconda Mining Management Representative for any workplace incident or potential incident at the Pine Cove Worksite

<table>
<thead>
<tr>
<th>Pine Cove Mine – Incident Reporting Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incident Date:</td>
</tr>
<tr>
<td>Incident Time:</td>
</tr>
<tr>
<td>Site Location:</td>
</tr>
<tr>
<td>Specific Area:</td>
</tr>
</tbody>
</table>

#### Incident Type

<table>
<thead>
<tr>
<th>Injury:</th>
<th>Contractor</th>
<th>Environment</th>
<th>Equipment/Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fatality</td>
<td></td>
<td>Spill</td>
<td>Property damage</td>
</tr>
<tr>
<td>Lost Time</td>
<td></td>
<td>Release</td>
<td>Process upset</td>
</tr>
<tr>
<td>Medical Aid</td>
<td></td>
<td>HCN Release</td>
<td>Fire</td>
</tr>
<tr>
<td>First Aid</td>
<td></td>
<td>HCN Exposure</td>
<td>Explosion</td>
</tr>
<tr>
<td>Near Miss – High Potential</td>
<td></td>
<td>Near Miss – High Potential</td>
<td>Near Miss – High Potential</td>
</tr>
<tr>
<td>Near Miss – Low Potential</td>
<td></td>
<td>Near Miss – Low Potential</td>
<td>Near Miss – Low Potential</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>Other</td>
<td>Other</td>
</tr>
</tbody>
</table>

#### Appropriate External Notifications Completed?  Yes  No

#### Incident Description

- Enter detailed description of the incident

#### Corrective Measures Implemented

- List any corrective measures taken

#### Reported By:  

- Date: 

- Signature:
Essential Skills – Document Use
Lesson Plan

Lesson Thirty-One:
Radio Coverage for Mine Site

Overview:
The learner will gain an understanding of the importance of radio contact.

Learner Outcomes:
By the end of the lesson or activity the learner will be able to:

- Identify the type of document
- Understand the information in the document
- Determine the best location to be able to contact a safety officer

Length of Lesson:
20 minutes

Activity:
- Refer to the Radio Coverage for Mine Site document
- Identify the type of document
- Introduce the document and discuss where, if anywhere, they would be exposed to this concept in their everyday life.
- Review terminology and add new words to word wall
- Ask learners to answer the following questions:
  Workers are sometimes required to use a radio
  Where in the mine should you be concerned about not being able to contact a safety officer? Highlight the sections on the document where the audio is poor.
- Reflect on learning

Material Needed:
- Radio Coverage for Mine Site document
- Construction paper(marker/tape)

Information for learners:
- Draw on your personal experience
- Does this affect your daily life?
## Lesson Thirty-Two:
SLAM - Stop Look Assess Manage  

### Overview:
The learner will gain an understanding of SLAM.

### Learner Outcomes:
By the end of the lesson or activity the learner will be able to:

- Identify the type of document
- Understand what SLAM represents
- Create a flowchart for the process

### Length of Lesson:
40 minutes

### Activity:
- refer to the SLAM document
- identify the type of document
- introduce the document and discuss where, if anywhere, they would be exposed to this concept in their everyday life
- review terminology and add new words to word wall
- review the symbols used in flow charts
- Create a flowchart using the SLAM process.

### Material Needed:
- SLAM document
- Notes on flowchart symbols from previous lesson plan
- Construction paper/marker/tape

### Information for Learners:
- Draw on the experience of your group
- Can you use this process in your own life?
SLAM the JOB

TAKE FIVE, and complete a Pre-Op Inspection
- Check your work area for any hazards
- Check the work tools and hoses
- Check for vacuum piping wear
- Check oil levels in blower
- Check instrument air pressure
- Check double dump valve operation
- Start blower
- Start Vacuum
- Verify that all gauges are operating properly
- Using the proper PPE and tools, complete your task

THINK ALARA

Have I reduced the risks
As Low As Reasonably Achievable??
<table>
<thead>
<tr>
<th>Lesson Thirty-Three: Emergency Response Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overview:</strong> The learner will learn how to follow a general evacuation plan upon hearing an alarm</td>
</tr>
<tr>
<td><strong>Learner Outcomes:</strong> By the end of the lesson or activity the learner will be able to:</td>
</tr>
<tr>
<td>- Explain the procedure for general evacuation upon hearing an alarm</td>
</tr>
<tr>
<td>- Explain the importance of the document</td>
</tr>
<tr>
<td><strong>Length of Lesson:</strong> 30 minutes</td>
</tr>
<tr>
<td><strong>Activity:</strong></td>
</tr>
<tr>
<td>- Refer the Emergency Response Plan document</td>
</tr>
<tr>
<td>- Identify the type of document</td>
</tr>
<tr>
<td>- Introduce the document and discuss where, if anywhere, they would be exposed to this concept in their everyday life.</td>
</tr>
<tr>
<td>- Review terminology and add new words to word wall</td>
</tr>
<tr>
<td>- Break into smaller groups, do not use the document for this stage</td>
</tr>
<tr>
<td>- Discuss in groups what they would do in such an event</td>
</tr>
<tr>
<td>- Float from group to group and lead the discussion if necessary</td>
</tr>
<tr>
<td>- Return to larger group and gather suggestions from each group on what procedure they would follow</td>
</tr>
<tr>
<td>- Now refer to the document to explain the procedure described in the document and ask learners to complete the Activity questions</td>
</tr>
<tr>
<td>- Reflect on learning</td>
</tr>
<tr>
<td><strong>Material Needed:</strong></td>
</tr>
<tr>
<td>- Emergency Response Plan Document</td>
</tr>
<tr>
<td>- Construction paper/marker/tape</td>
</tr>
<tr>
<td><strong>Instructions to Learner:</strong></td>
</tr>
<tr>
<td>- Draw on the experience of the group and determine what would be the safety procedure to follow</td>
</tr>
</tbody>
</table>
Activity Questions

1. What is the name of the procedure?

2. When does the procedure actually start?

3. Where should workers go upon hearing the alarm?

4. How long should a worker stay in the muster station?

5. When can workers return to their work area?

6. What does your community have in place in the event of an emergency?
GENERAL EVACUATION PROCEDURE

Upon hearing an alarm:

➢ Remain calm.

➢ If possible, take sufficient outdoor clothing and exit the building through the nearest safe outside exit.

➢ When evacuating, do not attempt to retrieve personal property such as lunch containers, briefcases, etc.

➢ Proceed quickly to the area designated as the emergency muster station. These locations are clearly marked with appropriate signage denoting area work crews.

➢ Remain at the designated muster station and ensure that your presence has been accounted for—by your immediate supervisor.

➢ Follow instructions of supervisors and emergency personnel. Remain at the Muster location until otherwise notified by emergency personnel or your supervisor.

➢ Evacuees may return to their work area only after a Stand Down has been called by Mine Rescue and the emergency has ended.
## Lesson Thirty-Four:
Emergency Response Plan
How to call a Code 1

### Overview:
The learner will learn how to call a Code 1

### Learner Outcomes:
By the end of the lesson or activity, the learner will be able to:

- Explain the procedure for a Emergency Response Plan – How to call a Code 1

### Length of Lesson:
30 minutes

### Activity:
- Refer to Emergency Response Plan – How to call a Code 1 document
- Identify the type of document
- Introduce the document and discuss where, if anywhere, they would be exposed to this concept in their everyday life. (need to be aware of implications of shouting code 1- use another code for this exercise)
- Review terminology and add new words to the word wall
- Discuss the procedure for calling a Code 1 and ask the probing questions regarding font size, significance of the color red used in the document.
- Ask learners to complete the Activity questions
- Reflect on learning

### Materials Needed:
- Emergency Response Plan– How to call a Code 1 document
- Construction paper/marker/tape

### Instructions for Learners:
- Draw on the experience of the group
Activity Questions

1. What is the title of the procedure?

2. What is the first step in the procedure?

3. When does the worker state his/her name?

4. What are the responsibilities of the first worker on site?

5. What is the procedure if a back or neck injury is suspected?
EMERGENCY RESPONSE PLAN

-Section 5: Emergency Response – How to Call a Code 1

EMERGENCY RESPONSE NOTIFICATION PROCEDURE

☐ Immediately notify Emergency personnel by hand-held radio (Channel 1) or telephone Security at 4911 or 4437

☐ State in a clear and loud voice “Code-1, Code-1, Code-1”

☐ State your name

☐ Nature of the emergency (fire, medical, environmental, other)

☐ Location of the emergency

If it is safe to do so, the First Person On-Scene should stand by at the scene of the emergency until the Mine Rescue Team arrives.

The person(s) discovering the emergency shall render any assistance for which they are qualified and without endangering themselves.

IF A BACK OR NECK INJURY IS SUSPECTED, AND THE AREA IS STABILIZED, MEDICAL PERSONNEL MUST SUPERVISE MOVEMENT OF THE VICTIM.
<table>
<thead>
<tr>
<th>Essential Skills – Document Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Plan</td>
</tr>
</tbody>
</table>

**Lesson Thirty-Five:** Site-Emergency Muster-Locations

**Overview:**
The learner will learn how to read a diagram.

**Learner Outcomes:**
By the end of the lesson or activity, the learner will be able to:

- Identify the parts of the diagram
- Identify which muster location is dedicated to the various work locations

**Length of Lesson:**
20 minutes

**Activity:**
- Refer to the Site Emergency Muster Location document
- Identify the type of document
- Introduce the document and discuss where, if anywhere, they would be exposed to this concept in their everyday life
- Review terminology and add new words to word wall
- Ask learners to answer the Activity questions
- Reflect on learning

**Material Needed:**
- Site Emergency Muster Location document
- Construction paper/marker/tape

**Instructions to Learners:**
- Draw from the experience in the group
- Decide as a group which location you would use
Activity Questions

1. What is the purpose of the document?
2. How many muster locations are there?
3. Workers are in the accommodations, what muster location should they use?
4. Workers are in the crusher. What muster location do they use?
5. How many groups use muster location #1?
6. How many sites require a muster station?
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