

Bridging the Employment Gap

Janitorial



*Simcoe/Muskoka
Literacy Network*



Human Resources and
Social Development Canada

Ressources humaines et
Développement social Canada

JANITORIAL

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Bridging the Employment Gap

- Focus on Level 1 Essential Skills
- Based on National Occupation Code Profiles for jobs in 5 sectors
 - Clerical
 - Grounds Maintenance
 - Janitorial
 - Kitchen Help
 - Retail
- Emphasis on community partnerships with job coaches / job developers and with employers
- Student units include Learning Activities (Essential Skills identified), Teaching Aids, Student Activity Sheets, and Demonstrations (including instructor notes, tasks, and assessment.)

READY FOR WORK includes

- **ESSENTIAL SKILLS** training module for tutors
 - Exploring the Essential Skills
 - LBS / ES alignment charts
 - How to Use the Ontario Skills Passport (including NOC)
- **STUDENT UNITS** focused on skills all people need – especially the “soft skills”
 - **Before Applying for the Job**
 - Choosing a Job
 - Fit for the Job
 - Keep Fit
 - Using a Personal Information Wallet Card
 - Going for the Interview
 - **On the Job**
 - Pay Information
 - Form Filling
 - Succeeding in the Workplace: Personal and Interpersonal Skills
 - Working with Others
 - Employee Responsibilities
 - Employer Responsibilities
 - Messages
 - Bus Smart
 - Time
 - Units of Time Measurement
 - Digital Clock
 - Analog clock
 - Measuring Elapsed Time
 - Managing Time
- **EVALUATION**
 - For the Employer
 - For the Support Worker
 - For the Student

CONTENTS OF SECTOR MANUALS

CLERICAL

- Safety
- Collating
- Photocopying
- Preparing Envelopes for Mailing
- Taking Telephone Messages
- Making a Telephone Call

GROUNDS MAINTENANCE

- Safety
- Understanding Hazardous Product Labels
- Tools and Fasteners
- Lawns and Gardens: Tasks and Tools
- Lawnmowers
- Flower Gardens
- Communicating on the Job

JANITORIAL

- Safety
- Understanding Hazardous Product Labels
- Understanding Signs
- Garbage Bags and Recycling
- Floors, Tables and Windows
- Cleaning the Washroom

KITCHEN HELP

- Safety
- Loading and Unloading the Dishwasher
- Counting and Patterns
- The Condiment Station: Sorting and Storing Food
- Setting Temperatures: Burners and Ovens
- Measuring Ingredients

RETAIL

- Safety
- Counting Money
 - Previous experience
 - Loonies and toonies
 - \$5
 - \$10 & \$20
 - Pennies
 - Quarters
 - Nickels & Dimes
 - Putting it all Together
- Sorting Sizes
- Matching UPC Numbers
- Stocking Shelves

Table of Contents

INTRODUCTION	
Background	1
How to Use This Resource	2
National Occupation Profiles and the Essential Skills	5
Summary of Level 1 Tasks	7
Level 1 Essential Skills (reprinted from profiles)	9
What I Have Learned and Skills Practised	13
SAFETY	15
Safety	17
Essential Skills Chart	19
Learning Activities	21
Teaching Aids	31
Student Activity Sheets	45
Demonstration Instructor Page	53
Demonstration Tasks	55
Demonstration Assessment	69
UNDERSTANDING HAZARDOUS PRODUCT LABELS	71
Understanding Hazardous Product Labels	73
Essential Skills Chart	75
Learning Activities	77
Teaching Aids	95
Student Activity Sheets	125
Demonstration Instructor Page	135
Demonstration Tasks	137
Demonstration Assessment	145
UNDERSTANDING SIGNS	147
Understanding Signs	149
Essential Skills Chart	151
Learning Activities	153
Teaching Aids	163

Student Activity Sheets Demonstration Instructor Page Demonstration Tasks Demonstration Assessment	169 179 181 191
GARBAGE: BAGS & RECYCLING Garbage Bags Essential Skills Chart Learning Activities Teaching Aids Student Activity Sheets Demonstration Instructor Page Demonstration Tasks Demonstration Assessment	193 195 197 199 215 223 243 245 251
FLOORS, TABLES, AND WINDOWS Floors, Tables, and Windows Essential Skills Chart Learning Activities Teaching Aids Student Activity Sheets Demonstration Instructor Page Demonstration Tasks Demonstration Assessment	253 255 257 259 279 323 337 339 343
CLEANING THE WASHROOM Cleaning the Washroom Essential Skills Chart Learning Activities Student Activity Sheets Demonstration Instructor Page Demonstration Tasks Demonstration Assessment	345 347 349 351 361 365 367 371

Background

This is part of Phase 2 of ***Bridging the Employment Gap for Learners with Low Level Literacy Skills***, a project begun in 2001. The focus of Phase 1 of the project was students with the lowest level literacy and basic skills, especially the developmentally challenged population. These students are the hardest to place in jobs and they face significant challenges in getting and keeping employment.

Phase 1 produced job specific sector manuals. These manuals presented step-by-step learning activities for selected tasks in the following sectors:

- Clerical
- Grounds Maintenance
- Janitorial
- Kitchen Help
- Retail.

Activities and teaching aids, as well as some demonstrations, were produced for each of the above sectors. Tasks selected were representative of jobs in which students were being placed. These manuals have been successfully used by a number of agencies, and this led to requests for their augmentation and fuller circulation.

In Phase 2, the focus was expanded to include all Essential Skill Level 1 learners, not just those who are developmentally challenged. To accomplish this, more activities requiring greater skill were created. All the activities have been aligned to the Essential Skills and to the selected National Occupation Classification (N.O.C.) profiles. A summary of the N.O.C. profiles and their Level 1 tasks is included; however, some of the Level 1 tasks from the profiles have yet to be developed. Demonstrations and authentic documents have been added to complement the activities.

As a result of focus group meetings with representatives from Ontario Works, Job Connect, Employment Resource Centres, community-based literacy programs, job coaches, job developers and literacy instructors, a need for the development of the “soft skills” was identified. There are many other non sector-specific job related skills needed by all employees, for example, form filling skills. **Ready for Work** is the resource which has been developed to address these needs. **Ready for Work** should be used as a complement to each sector manual.

The **Janitorial** manual will help individuals who may have the opportunity to work in any workplace performing cleaning tasks. It includes five main units: Safety, Understanding Hazardous Product Labels, Understanding Signs, Mopping Following a Pattern, Garbage: Bags & Recycling.

How to Use This Resource

NATIONAL OCCUPATION CLASSIFICATION AND THE ESSENTIAL SKILLS

Several N.O.C. profiles were used in planning what tasks to include in the resource manual. The Level 1 skills for the several profiles are printed as they appear in the profiles, and they are also summarized in chart form. Indication is made as to whether that task has been addressed, and if so, in which manual: Clerical, Ready for Work, another sector manual. Sometimes, the specific task has not been taught, but the necessary skill has. If the task has not been taught, it is one that could be developed at some later time, if funding becomes available. Instructors and students can access the full profile by going to the Essential Skills website (Google "Essential Skills.")

UNIT ORGANIZATION

• INTRODUCTION

These pages outline the intent of the unit as a whole, and they include the following sub-headings:

- Description of unit
- Prerequisite and additional skills not taught in this unit
 - Skills a student should have before attempting the activities and tasks.
- Objectives
 - Measurable goals which should be met by the end of the unit.
- Materials
 - Materials the instructor/job coach/volunteer will need to gather prior to teaching the unit.
- Vocabulary
 - The words the students will need to be able to recognize, read or hear by the end of the unit. Specific vocabulary exercises are not provided.
 - Instructors/job coaches/ volunteers should be prepared to teach new vocabulary as it arises.
 - New words could be written on vocabulary cards which should then be laminated for multiple usages.
 - Some students will only recognize the words orally, while others may be able to copy and/or spell the words.
 - Some students may benefit from making their own vocabulary cards.
- Resources
 - Sources of information used to develop the unit plus other resources which could be used to augment the learning.

• ESSENTIAL SKILLS CHART

- The Essential Skills are named across the top of the chart (the abbreviations noted above have been used)

- The Activity Descriptions are listed numerically down the left-hand column of the checklist.
 - The final activity, named D, is the Demonstration.
 - Each learning activity in the unit has been named, numbered and the Essential Skills used in the activity are identified and leveled. This will enable instructors / job coaches/ volunteers to locate tasks which will develop particular skills.
- **LEARNING ACTIVITIES**
The Learning Activities contain detailed steps which are necessary for low level students. Some students may be able to omit steps in certain units depending upon their expertise in a particular area.
A listing of the Essential Skills contained in the activity and the materials needed to complete the activity precede the instructions.
 - **DOCUMENTS**
Authentic documents have been used as appropriate. We encourage everyone using this resource to gather authentic materials appropriate to their geographic area and /or job placement.
e.g. Local bus schedules/time-tables
Local business application forms
 - **TEACHING AIDS**
These materials are cross-referenced in the Learning Activities. Their inclusion should facilitate the preparation process. Some of the Teaching Aids incorporate role play situations. These should be laminated or mounted on card stock to make them durable for posting and multiple usage
 - **STUDENT ACTIVITY SHEETS**
Students will work on these sheets. They will be required to fill in forms, charts, checklists and/or answer questions. These should be photocopied as needed.

On the CD, doc forms of the student sheets are included so that instructors may individualize these for their students.
 - **DEMONSTRATION - INSTRUCTOR PAGE**
This page acts as a summary for the instructor/job coach/volunteer. The skills and achievement indicators of the unit are itemized.
 - **DEMONSTRATION TASKS**
Demonstration Tasks will be completed by the student at the end of the unit. The skills inherent in the tasks have been taught and practiced throughout the unit (in the Learning Activities and in the Student Activity Sheets.) These demonstration tasks act as a summation of the unit, and may be collected for a student portfolio or for a workplace portfolio. The Task sheets should be photocopied as required.

- **DEMONSTRATION - ASSESSMENT**

This form will show how the student has performed on the tasks and will be a useful tool for instructors/job coaches/volunteers and employers. It could be included in a portfolio to be taken to a job placement or interview. An indicator on all demonstration assessments is student self-assessment. This will help the individual to recognize his or her areas of strength as well as the skills he or she will need to practise further in order to meet with success in the workplace.

WHAT I HAVE LEARNED AND SKILLS PRACTISED

This is a standard self assessment form that can be used at the completion of each demonstration. The object is for the student to understand what Essential Skills have been practiced in the unit and shown in the demonstration. This form may be included in a portfolio, or may be used with a job developer or job coach as a resume is being written. It will also help the student to feel confident about his or her skills, and hopefully will help the student to be able to articulate strengths when interviewed for a job.

ABBREVIATIONS USED FOR ESSENTIAL SKILLS (on charts)

RT	Reading Text
DU	Document Use
W	Writing
N	Numeracy
◦ MM	◦ Money Math
◦ SBA	◦ Scheduling or Budgeting and Accounting
◦ MC	◦ Measurement and Calculation
◦ DA	◦ Data Analysis
◦ NE	◦ Numerical Estimation
TS	Thinking Skills
◦ PS	◦ Problem Solving
◦ DM	◦ Decision Making
◦ JTPO	◦ Job Task Planning & Organization
◦ SUM	◦ Significant Use of memory
◦ FI	◦ Finding Information
WVO	Working With Others
CU	Computer Use
CL	Continuous Learning

NATIONAL OCCUPATION PROFILES AND THE ESSENTIAL SKILLS

Two NOC codes are included here: NOC 6661 – Light Duty Cleaners, and 6663 – Janitors, Caretakers and Building Superintendents.

NOC 6661: Light duty cleaners clean the lobbies, hallways, offices and rooms of hotels, motels, resorts, hospitals, schools, office and other buildings, and private residences. They are employed by hotels, motels, resorts, recreational facilities, hospitals and other institutions, building management companies, cleaning service companies and private individuals.

Light duty cleaners perform some or all of the following duties:

- Sweep, mop, wash, wax and polish floors
- Dust furniture and vacuum carpeting and area rugs, draperies and upholstered furniture
- Make beds, change sheets and distribute clean towels and toiletries
- Attend to guests' requests for extra supplies
- Stock linen closet and supplies area
- Clean, disinfect and polish kitchen and bathroom fixtures and appliances
- Clean and disinfect public areas such as changing rooms, showers and elevators
- Disinfect operating rooms and other hospital areas
- Pick up debris and empty trash containers
- Wash windows, walls and ceilings.
- Report and store lost and found items
- May provide basic information on facilities
- May handle complaints.

NOC 6663: Janitors, caretakers and building superintendents clean and maintain the interior and exterior of commercial, institutional and residential buildings and their surrounding grounds. Building superintendents employed in large establishments are responsible for the operation of the establishment and may also supervise other workers. They are employed by office and apartment building management companies, school boards, hospitals and other institutions, recreational and shopping facilities, and industrial and other establishments

Janitors, caretakers and building superintendents perform some or all of the following duties:

- Operate industrial vacuum cleaners to remove scraps, dirt, heavy debris and other refuse
- Wash windows, interior walls and ceilings
- Empty trash cans and other waste containers
- Sweep, mop, scrub and wax hallways, floors and stairs
- Clean snow and ice from walkways and parking areas

- Cut grass and tend grounds
- Clean and disinfect washrooms and fixtures
- Make adjustments and minor repairs to heating, cooling, ventilating, plumbing and electrical systems, and contact tradespersons for major repairs
- Perform other routine maintenance jobs such as painting and drywall repair
- May water and tend to plants
- May move heavy furniture, equipment and supplies
- Ensure that security and safety measures are in place in the establishment
- May advertise vacancies, show apartments and offices to prospective tenants and collect rent
- May supervise other workers.

SUMMARY OF LEVEL 1 TASKS

Essential Skill	Sample tasks	This resource	Ready for Work	Other	To be developed
READING TEXT	<ul style="list-style-type: none"> Notes, memos, emails for information Labels on cleaning products 	Written instructions ✓	✓	Clerical	
DOCUMENT USE	<ul style="list-style-type: none"> Lists of rooms to be cleaned Directories to locate suppliers, tenants, etc 			Clerical	✓ ✓
WRITING	<ul style="list-style-type: none"> Reminder notes to self Notes to others Lists – inventory Complete a variety of forms 		✓ ✓ ✓	Clerical Clerical Clerical/ retail	✓
NUMERACY					
Money Math	<ul style="list-style-type: none"> Receive payments from clients & make change 			Retail	
Scheduling or Budgeting & Accounting	<ul style="list-style-type: none"> Reconcile petty cash 			Retail	
Measurement & Calculation	<ul style="list-style-type: none"> Measure temperature, air pressure, air flow etc. to regulate heating system controls Check furnace room gauges & notify plumbers if problem 				✓ ✓
Data Analysis	NONE				
Numerical Estimation	<ul style="list-style-type: none"> Estimate supplies such as towels for a room Estimate water needed to make cleaning solution in a bucket 	✓			✓
ORAL COMMUNICATION	<ul style="list-style-type: none"> Interact with supervisors – work assignments, instructions Interact with co-workers – coordinate work 	✓ ✓	✓ ✓	All All	

	<ul style="list-style-type: none"> Interact with clients / customers – customer service 		✓	Retail	
THINKING SKILLS					
Problem Solving	<ul style="list-style-type: none"> Deal with customer complaints re cleaning job 		✓		✓
Decision Making	<ul style="list-style-type: none"> Personal safety when using hazardous products 	✓			
Job Task Planning & Organization	<ul style="list-style-type: none"> Preset tasks to complete within a time limit (shift) 		✓		
Significant Use of Memory	<ul style="list-style-type: none"> Building layout 	Emergency exits			✓
Finding Information	<ul style="list-style-type: none"> Task routines Consult MSDS 	✓ WHMIS labels			✓
WORKING WITH OTHERS	<ul style="list-style-type: none"> Alone Independently, but coordinate with others With a partner 	✓ ✓	✓ ✓ ✓	All All	
COMPUTER USE	<ul style="list-style-type: none"> NONE 				
CONTINUOUS LEARNING	<ul style="list-style-type: none"> WHMIS MSDS On the job training Articles, manuals, regulations 	✓ ✓ ✓	✓	Outdoor Maint.	✓ ✓

LEVEL 1 ESSENTIAL SKILLS: (reprinted from profile)**Reading Text**

- read notes from supervisors to receive work assignments and from co-workers sharing information.
- read cleaning product labels to understand how to use them.
- read memos or electronic mail messages to address service complaints.
- Guest room attendants read notes from guests to process special requests, such as a request for extra pillows or towels.

Document Use

- Hospital cleaners read lists of discharged patients and their room numbers to identify cleaning priorities.
- Building superintendents use the yellow pages of the phone book and in-house phone directories to contact suppliers, contractors and tenants.

Writing

- write brief notes to themselves about their supervisor's instructions or notes to co-workers about tasks to be done.
- leave notes for clients to communicate information about the service provided, including special requests.
- complete a variety of forms, such as sign-out sheets when removing stock room inventory, logs to record the completion of assigned tasks and invoices to bill for services provided.
- write lists of supplies and equipment when taking inventory.

Numeracy

- Money Math
 - may receive payments from customers for services provided and make change
- Scheduling or Budgeting and Accounting
 - Handymen/women may monitor and reconcile petty cash budgets used to purchase supplies.
- Measurement and Calculation Math
 - Building superintendents perform a number of tests which involve measuring air pressure, temperature and flow to adjust heating system controls.
 - Building superintendents check gauges in the furnace room to notify the plumbing/heating company when pressures fall outside acceptable range limits
- Data Analysis
 - None

- Numerical Calculation
 - Guest room attendants estimate the quantity of supplies such as towels, soap or coffee needed.
 - Cleaners estimate the correct volume of cleaning fluid which needs to be added to a bucket of water

Oral Communication

- interact with the clients to provide and receive job-related information, assess cleaning situations and discuss costs. Customer service is a high priority and appropriate communication with clients is important.
- interact with co-workers to co-ordinate work.
- interact with their supervisors to receive work assignments, discuss priorities and report problems

Thinking Skills

- Problem Solving
 - Cleaners may encounter customers who complain about jobs completed. For example, a customer may be dissatisfied with the way a car wash attendant has vacuumed a vehicle. They solve the problem by offering a refund or redoing the job.
- Decision Making
 - Cleaners make decisions about personal safety while using toxic cleaning products and supplies.
- Job Task Planning and Organization
 - Light duty cleaners working in office, hotel or hospital settings often have pre-set tasks that must be accomplished each shift
- Significant Use of Memory
 - Cleaners memorize the layout of a building and the task routines developed for new contracts.
- Finding Information
 - Cleaners consult Material Safety Data Sheets (MSDS) to find out a product's chemical composition and how to use it safely

Working With Others

- Light duty cleaners work alone or independently. They may work with a partner.. Janitors, caretakers and building superintendents work independently, co-ordinating their work with the work and schedules of others (e.g., tenants, contractors).

Computer Use

- This occupation does not use computers.

Continuous Learning

- Cleaners have ongoing learning requirements relating to the Workplace Hazardous Materials Information System (WHMIS), the use of cleaning products and equipment and customer service. Some cleaners are required to stay abreast of regulatory requirements, such as building codes. Training may be offered in the workplace. Often, new information is acquired by reading Material Safety Data Sheets (MSDS), manuals and articles.

Other Information

- Physical Aspects
 - Cleaners use a variety of body positions to perform cleaning tasks such as standing, walking, bending, stooping, kneeling and crouching.
- Attitudes
 - The cleaners interviewed felt that cleaners should take pride in their work, demonstrate respect for people's personal property and deal with customers or the public in a polite and friendly manner.
- Future Trends Affecting Essential Skills
 - The advent of more sophisticated cleaning equipment and chemicals may increase the amount of formal training offered in workplaces. Some specialized cleaners may require accreditation to demonstrate competency. The industry is becoming increasingly competitive and the emphasis on customer service may increase the complexity of oral communication and teamwork

What I Have Learned and Skills Practised

Name: _____ Activity: _____

Essential Skills

<i>Essential Skills Used</i>	Reading Text	Document Use	Writing	Numeracy	Oral Communication	Thinking Skills	Working with Others	Computer Use	Continuous Learning
What I Did									

Safety

Safety

This unit deals with a worker's guide to health and safety in the workplace. It is a generic unit, not sector specific, but it is included in each sector manual. As the authentic material is written for the general population, it may be necessary to read aloud most of the Teaching Aids for students with the lowest literacy skills.

The activities are mostly in discussion format, although tasks related to the classroom, which are transferrable to the workplace, have been included.

Several government publications are available through the Internet to augment these materials. These websites should always be checked before using to be sure that they are up to date.

PREREQUISITE AND ADDITIONAL SKILLS NOT TAUGHT IN THIS UNIT

- Using Internet to access a website
- Filling in a simple chart
- Locating information in lists, charts and texts using key words, skim and scan, etc.
- Making simple inferences
- Filling in blanks with appropriate words
- Reflecting on past experience and thinking about future possibilities

OBJECTIVES

The student will

- Understand the general rights and responsibilities of both employers and workers with regard to workplace safety
- Know how to ask for training in order to be safe
- Know how to refuse unsafe work
- Know about reporting accidents or injuries
- Know how to keep a workplace safe
- Know how to recognize hazards in a workplace

MATERIALS

- *Understanding Hazardous Product Labels* in this resource manual: This is the sector that deals more fully with WHMIS issues because of the products used on a daily basis.
- **Ready for Work** resource manual: *Succeeding in the Workplace: Personal and Interpersonal Skills*; *Fit for the Job*; and *Form Filling* units are referenced as providing additional or supportive activities for this unit.
- Collection of articles from newspapers about workplace accidents or injuries. Collect these over time and keep in a file.
- Posters from local safety associations, WSIB, etc.

VOCABULARY

- Accidents
- Control
- Danger
- Emergency
- Equipment
- Hazard
- Immediate
- Law
- Long term
- Operating
- Orientation
- Personal
- Procedures
- Protect / Protective
- Responsibility
- Rights
- Safety
- Training
- WHMIS

RESOURCES

- www.worksmartontario.gov.on.ca This is the main site. Select “My Health and Safety at Work” and use the menu to find appropriate resources.
- www.labour.gov.on.ca/english/hs/ohsaguide/index.html This is the Ministry website for the complete Occupational Health and Safety Act, 1990. It is a very long document and not in student-friendly language; however, it is referenced here as a possible resource for specific questions you may encounter.
- www.whsc.on.ca The Workers Health and Safety Centre provides general health and safety training as well as programs and training modules specific to each industry sector
- www.ohcow.on.ca The Occupational Health Clinics for Ontario Workers provides information and diagnostic services about occupational diseases such as repetitive strain injuries, noise induced hearing loss, respiratory problems and cancer.
- www.wsib.on.ca The Workplace Safety and Insurance Board is a comprehensive resource. Search “Launching a Safe Start” and choose “Right and Responsibilities”.
- <http://www.nald.ca/library/learning/wkplace/cover.htm> Go to the chapter on WHMIS.
- www.labour.gov.on.ca search for “Protecting Yourself: Tips for Young Workers (This is printed in the Teaching Aids, but there is lots more available here.)
- Contact your local WSIB office to find brochures and use their resource personnel as guest speakers or to help you find additional job specific information or teaching aids.

#	Activity Description	ESSENTIAL SKILLS																
		RT	DU	W	N					OC	TS					WWO	CU	CL
					MM	SBA	MC	DA	NE		PS	DM	JTPO	SUM	FI			
•	Rights and responsibilities									2	1	1		*				*
•	Everyone has a part to play	1	1							2	1	1		*				*
•	The employer plays a part	1	1							2	2	2		*				*
•	Hazards	1	1							2	2	2		*				*
•	Learn how to protect yourself									2				*				*
•	Personal protective equipment (PPE)	1	1							2	1	1		*				*
•	Safe operating procedures (SOPs)	1	1							2	1	2		*				*
•	Emergency procedures	1	1							2	2	2		*				*
•	Protecting yourself	1	1							2	1	1		*				*
•	Reporting injuries	1	1							2	2	1		*				*
•	Safety in the Workplace	1	1	1							1	1		*	1			

LEARNING ACTIVITIES

<p>1. RIGHTS AND RESPONSIBILITIES</p> <ul style="list-style-type: none"> • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Teaching Aid: <i>My Basic Health and Safety Rights</i>
<p>Explain to students that whenever they start a new job, they need to know their rights and their responsibilities.</p> <p>Ask students if they understand a “right” (something they are entitled to), and a “responsibility” (something they need to do to play their part.) For example, they can vote after they are 18 years old (right), and they should go and vote (responsibility). Another example: (right) they have the right to feel safe in their workplace; (responsibility) they must do their part to keep the workplace clean and safe and to treat others fairly.</p> <p>Discuss other scenarios of rights and responsibilities with students. (If you give new scenarios and ask students to say what they should or should not do, then the Problem Solving and Decision Making become Level 2 as the consequences of not perceiving the complete problem, or of making wrong decisions become more serious.)</p> <p>Refer to Teaching Aid: <i>My Basic Health and Safety Rights</i> from Work Smart Ontario website (see RESOURCES).</p>	

<p>2. EVERYONE HAS A PART TO PLAY</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Teaching Aid: <i>The Law</i> • Teaching Aid: <i>Rights and Responsibilities.</i>
<p>Explain to students that workers have rights and responsibilities in the workplace. Refer to Teaching Aids: <i>The Law</i> and <i>Rights and Responsibilities</i>. Read and discuss each bullet. For example:</p> <ul style="list-style-type: none"> • They must participate in keeping the workplace healthy and safe. What might be some ways to keep a store healthy and safe? (aisles clear, etc) • They must recognize and refuse unsafe work. What might be unsafe in a warehouse? • They must practise safe work procedures. Think of examples. • They must wear protective equipment required by the job. (steel- toed shoes might be required; etc.) <p>They must not do anything on the job that would endanger themselves or others.(examples)</p> <p>** This Teaching Aid and several that follow are from the WSIB “Launching a Safe Start” resource, which is available on-line. See RESOURCES for website.</p>	

<p>3. THE EMPLOYER PLAYS A PART</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 2 ◦ Decision Making 2 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Teaching Aid: <i>The Law</i> • Teaching Aid: <i>Rights and Responsibilities.</i> • Student Activity Sheet: <i>I Don't Feel Safe</i>
<p>Refer to Teaching Aids: <i>The Law</i> and <i>Rights and Responsibilities.</i></p> <p>Find the employer's responsibilities. For example, the employer must make sure that safety equipment is provided and that machinery is used properly and maintained well.</p> <ul style="list-style-type: none"> • How do you think an employer might do this? • Who might help him with this on the jobsite? • What might happen if the employer does not fulfill his responsibilities? (example, fails to keep machinery in good working order, or does not provide training.) <p>Use Student Activity Sheet: <i>I Don't Feel Safe</i></p>	

<p>4. HAZARDS</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 2 ◦ Decision Making 2 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Teaching Aid: <i>What is a Hazard?</i> • Teaching Aid: <i>Hazards</i> • Teaching Aid: <i>Hazard Control</i>
<p>Ask students if they understand the meaning of the word “hazard”.</p> <p>Explain that they encounter hazards every day in their lives: for example, walking across a busy street. Ask what they do to face that hazard. How did they learn this? Did someone teach them?</p> <p>Refer to Teaching Aid: <i>What is a Hazard?</i> The instructor will need to choose examples that relate to students’ specific situations or plans. Do not attempt to read this Teaching Aid directly with students as it is very complex.</p> <p>Now, say that they will need to be trained to recognize and deal with hazards in the workplace. Each workplace will be different. Discuss examples and come up with more of your own.</p> <ul style="list-style-type: none"> • Some malls have constant music playing. If it is too loud, it can be a hazard to your hearing. • If boxes are left lying in the aisles, this could cause a falling hazard. • Cleaners use special equipment, like vacuums or power washers, which if not used properly, can result in injury. • Products such as cleaners for toilets are toxic, and there will be safe handling procedures to be learned. <p>Discuss the concepts of immediate and long term hazards. Immediate hazards must be rectified right away (such as a spill.) Long term hazards (such as loud noise,) should be reported promptly but the solution may take time.</p> <p>Discuss what they should do if they recognize a hazard at work: for example, spilled cleaning product. Because there is an immediate danger to anyone in the area, it must be dealt with right away. Should they tell someone? Should they clean it up themselves? (No one answer) What should be done to prevent further problems?</p> <p>Use Teaching Aids: <i>Hazards</i> and <i>Hazard Control</i> for further discussion.</p>	

<p>5. LEARN HOW TO PROTECT YOURSELF</p> <ul style="list-style-type: none"> • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • <i>Understanding Hazardous Product Labels</i> in this manual • Sample home cleaning products showing WHMIS symbols
<p>Ask if students have heard the term “WHMIS.”</p> <p>Tell the students the letters stand for “Workplace Hazardous Materials Information System.” Explain that this system was designed to help workers know how to handle chemicals and other products safely. You should show samples of hazardous industrial cleaning products as they might relate to their jobs, and draw students’ attention to labels on the product.</p> <p>The <i>Understanding Hazardous Product Labels</i> in this manual will further develop skill in this area.</p> <p>Ask if they have seen some of these symbols on products at home. Show a couple of examples. Explain that some household cleaning materials might not have a hazardous symbol displayed on the label; however, a manufacturer’s size requires a label and these should be recognized by the student. Tell students that if a chemical has been poured from a large container to a smaller one, then the workplace is required to display the warning label on the smaller label too.</p>	

<p>6. PERSONAL PROTECTIVE EQUIPMENT (PPE)</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Teaching Aid: <i>Hazard Control</i> • Teaching Aid: <i>Learn How to Protect Yourself</i> • <i>Understanding Hazardous Product Labels</i> in this manual
<p>Explain that if they are working with chemicals, some protective equipment might be necessary. For example, gloves if handling strong detergent or bleach; closed, non-slip shoes or boots anywhere in a warehouse.</p> <p>Again, use the <i>Understanding Hazardous Product Labels</i> in this manual for further learning activities.</p> <p>Use the Teaching Aids: <i>Hazard Control</i> and <i>Learn How to Protect Yourself</i>. Read and discuss each point. Make sure students can identify the protective clothing icons.</p>	

<p>7. SAFE OPERATING PROCEDURES (SOPS)</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 2 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Student Activity Sheet: <i>I Can Do It</i> • Ready for Work resource manual
<p>Ask students what it means to operate a piece of equipment safely. Explain that equipment comes in all shapes and sizes: for example, a stapler is a piece of equipment; a can opener is a piece of equipment. Some equipment might require a special license for operation, such as a fork-lift.</p> <p>Explain that all equipment needs to be used safely, and workers need to be shown how to use it properly.</p> <ul style="list-style-type: none"> • Ask students what kind of equipment they might have to use as a cleaner or janitor: for example, a vacuum, a power washer. <p>Use common pieces of equipment found in the classroom or at home to demonstrate safe operation. First you should give “training” on how to use the equipment safely. Then, ask students to demonstrate that they can use the equipment safely. For example: coffee maker, stapler, vacuum cleaner. Focus on their ability to use “training” that you gave.</p> <p>Use Student Activity Sheet: <i>I Can Do It</i> as a follow up. Add items to the list, and delete ones that you did not use.</p> <p>Refer to <i>Fit for the Job</i> in Ready for Work. There is an opportunity to list pieces of equipment they have used, or know how to use, safely.</p>	

<p>8. EMERGENCY PROCEDURES</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 2 ◦ Decision Making 2 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Student Activity Sheet: <i>Health and Safety in the Classroom</i> • Ready for Work resource manual
<p>Explain that every workplace has emergency procedures and plans. Workers must get to know these emergency procedures as soon as they are hired.</p> <p>Your classroom is a workplace. The emergency procedures for the classroom will be similar to those in the workplace. Ask students the following. (Add more of your own.)</p> <ul style="list-style-type: none"> • Where is the fire exit? • Where is the first aid kit? • What should be in the first aid kit? (This will vary from workplace to workplace.) • What is expected of you in the classroom to keep it safe? • What is expected of you in the classroom to be respectful to others? • Do you have to wear protective clothing for any activities? For example, if you are allowed to cook in your classroom, are there oven mitts? <p>Use Student Activity Sheet: <i>Health and Safety in the Classroom</i>. Emphasize that all the safety procedures they are using in the classroom are transferrable to workplaces. When they start a new job, they will be given an orientation. Safety and emergency procedures should be included. If they are not, what should they do? (Ask for training. See Learning Activity 3 and Student Activity Sheet: <i>I Don't Feel Safe</i> if they have forgotten.)</p> <p>Set up a scavenger hunt in the classroom. Before students arrive, make several unsafe situation: spilled water, blocked aisles, overturned chair, too many chairs in a stack, overhead projector cord running across classroom floor, garbage, etc. Tell students to find the unsafe or unhealthy things in the classroom. Discuss their findings. Make sure to correct each situation before proceeding with class.</p> <p>**</p> <p><i>Succeeding in the Workplace: Personal and Interpersonal Skills</i> in Ready for Work contain activities about respect and harassment, which fall under personal safety.</p>	

<p>9. PROTECTING YOURSELF</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Articles from newspaper about workplace accidents, health or safety • Teaching Aid: <i>Protecting Yourself</i>
<p>Tell the students that an average of 42 young workers are injured or killed on the job every day in Ontario. Explain that workplace accidents can happen at any job and can cause serious injuries. That is why health and safety is so important.</p> <p>Refer to Teaching Aid: <i>Protecting Yourself</i>.</p> <ul style="list-style-type: none"> • Read “Candace’s Story” to the students. Discuss the students’ reactions to this situation. • Examine each section on the Teaching Aid and discuss with students. You will probably need to read this aloud, or you could photocopy and enlarge each section to present separately. • Make flashcards of the bolded words from the final section, “How to Protect Yourself” with the students. Discuss them then display them in the classroom. Encourage students to refer to these frequently. <p>Ask if students have seen commercials on TV about health and safety in the workplace.</p> <p>Clip articles from the local paper that report on workplace accidents; keep these in a file or post on the walls to use as discussion starters.</p> <p>Contact local safety associations for posters, etc. Ask someone to come as a guest speaker from the Workplace Safety and Insurance Board (WSIB) or other safety association. Discuss the role of WSIB in protecting them as workers, and in providing insurance for injured workers.</p>	

<p>10. REPORTING INJURIES</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 2 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Student Activity Sheet: <i>I Had an Accident</i> • Ready for Work resource manual
<p>Whenever an accident occurs, or when someone is injured, it must be reported. There will often be a form to complete.</p> <p>Who would they report to in the classroom? Who do they think they should report to in a workplace? How would they know who this person would be?</p> <p>Role play some possible scenarios for how to report an accident. Use Student Activity Sheet: <i>I Had an Accident</i>. The student should say who should be told, and should practise telling it. (Improvise questions to ask the injured person.) What does the student think should happen next?</p> <p>There is a sample Accident Reporting form as the demonstration activity for <i>Form Filling</i> in the Ready for Work resource manual.</p>	



Ministry of
Labour

www.WorkSmartOntario.gov.on.ca

My basic health & safety rights

The Occupational Health and Safety Act gives every worker important rights.

What are some of my basic rights?

1. **The right to know.** You have the right to know the hazards in your job. Your employer or supervisor must tell you about anything in your job that can hurt you. Your employer must make sure you are provided with the information you need so that you can work safely.

[Want to know more about hazards?](#)

2. **The right to participate.** You have the right to take part in keeping your workplace healthy and safe. Depending on the size of the company, you can be part of the Health and Safety Committee or be a Health and Safety Representative. You also have the right to participate in training and information sessions to help you do your job safely.

[Want to know more about Health and Safety Committees?](#)

3. **The right to refuse unsafe work.** If you believe your job is likely to endanger you, you have an obligation to report the unsafe situation to management. If the situation is not corrected and you feel your health and safety is still in danger, you have the right under the OHS Act to refuse to perform the work without reprisal.

[Want to know more about refusing unsafe work?](#)



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The Law

Federally regulated workplaces include:

- post office
- airlines
- airports
- inter-provincial transportation
- telephone
- banks

There are two sets of laws and regulations for health and safety in Ontario:

- *Canada Labour Code (CLC), Part II* for workplaces under federal jurisdiction
- *The Occupational Health and Safety Act (OHSA)* for workplaces under provincial jurisdiction

These laws and regulations outline the rights, roles and responsibilities of workers, supervisors, employers and other workplace parties.

Most workplaces in Ontario are provincially regulated. Examples of workplaces under federal jurisdiction are listed at the side.

If you are not sure if your workplace is under provincial or federal jurisdiction, contact the Ministry of Labour office or Human Resource and Skills Development Canada. See who to contact on page 12 for more information.

[http://www.wsib.on.ca/wsib/wsibsite.nsf/LookupFiles/PreventionToolsLaunchingaSafeStart_WorkersGuide/\\$File/ASafeStartWorker.pdf](http://www.wsib.on.ca/wsib/wsibsite.nsf/LookupFiles/PreventionToolsLaunchingaSafeStart_WorkersGuide/$File/ASafeStartWorker.pdf)

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Rights and Responsibilities

Worker rights

You have the right to

- Know about hazards in your workplace
- Participate in keeping the workplace healthy and safe
- Refuse unsafe work

Worker responsibilities

- Always practice safe work procedures
- Report unsafe conditions as quickly as possible to your supervisor or employer
- Properly wear any protective equipment the job requires
- Do not do anything on the job that will endanger yourself or others

Employers must

- Take every reasonable precaution to protect a worker's health and safety
- Make sure necessary safety equipment is provided, used properly and maintained
- Inform workers and supervisors of any hazards and how to handle them
- Ensure that safe procedures are followed in the workplace
- Provide information, instruction and competent supervision to protect the health and safety of workers

Supervisors must

- Take every reasonable precaution to protect a worker's health and safety
- Inform workers of job hazards and ensure they are trained to do their jobs safely
- Ensure that workers work safely and use the equipment and protective devices properly where required

[http://www.wsib.on.ca/wsib/wsibsite.nsf/LookupFiles/PreventionToolsLaunchingaSafeStart_WorkersGuide/\\$File/ASafeStartWorker.pdf](http://www.wsib.on.ca/wsib/wsibsite.nsf/LookupFiles/PreventionToolsLaunchingaSafeStart_WorkersGuide/$File/ASafeStartWorker.pdf)

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What is a hazard?

A hazard is generally anything that can hurt you or make you ill.

Table of Contents

1. [What's the difference between hazards at work and in everyday life?](#)
2. [How can I recognize hazards at work?](#)
3. [What if I recognize a hazard at work?](#)

What's the difference between hazards at work and in everyday life?

You deal with hazards in your life every day walking across busy streets, driving and playing sports. Generally, you don't worry too much about these situations. Why? Because you've learned from an early age how to deal with everyday hazards.

You've learned from your own experiences, and you've been trained by parents, teachers and coaches. Municipalities install traffic lights and pedestrian crossings, car manufacturers install safety equipment. You might have taken driver's training and you probably wear protective gear playing sports.

But you haven't been trained how to recognize, assess and control hazards found in the workplace. That's one of the reasons why young workers are so likely to be injured at work.

You need to do some quick studying about workplace hazards so you're as comfortable with spotting hazards and dealing with them at work as you are at home, in the car and on the street.

How can I recognize hazards at work?

The first step to protecting yourself is being able to recognize hazards in the work you're assigned and in the conditions you're working in. There are four main types of hazards:

Physical hazards are the most common and will be present in most workplaces at one time or another. They include unsafe conditions that can cause injury, illness and death.

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What is a Hazard, pg 2.

They are typically easiest to spot but, sadly, too often overlooked because of familiarity (there are always cords running across the aisles), lack of knowledge (they aren't seen as hazards), resistance to spending time or money to make necessary improvements or simply delays in making changes to remove the hazards (waiting until tomorrow or a time when "we're not so busy").

None of these are acceptable reasons for workers to be exposed to physical hazards.

Examples of physical hazards include:

- electrical hazards: frayed cords, missing ground pins, improper wiring
- unguarded machinery and moving machinery parts: guards removed or moving parts that a worker can accidentally touch
- constant loud noise
- high exposure to sunlight/ultraviolet rays, heat or cold
- working from heights, including ladders, scaffolds, roofs, or any raised work area
- working with mobile equipment such as fork lifts (operation of fork lifts and similar mobile equipment in the workplace requires significant additional training and experience)
- spills on floors or tripping hazards, such as blocked aisle or cords running across the floor.

Biological hazards come from working with animals, people or infectious plant materials. Work in day care, hospitals, hotel laundry and room cleaning, laboratories, veterinary offices and nursing homes may expose you to biological hazards.

The types of things you may be exposed to include:

- blood or other body fluids
- fungi
- bacteria and viruses
- plants
- insect bites
- animal and bird droppings.

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What is a Hazard, pg 3.

Ergonomic hazards occur when the type of work, body position and working conditions put strain on your body. They are the hardest to spot since you don't always immediately notice the strain on your body or the harm these hazards pose. Short-term exposure may result in "sore muscles" the next day or in the days following exposure, but long term exposure can result in serious long-term injuries.

Ergonomic hazards include:

- poor lighting
- improperly adjusted workstations and chairs
- frequent lifting
- poor posture
- awkward movements, especially if they are repetitive
- repeating the same movements over and over
- having to use too much force, especially if you have to do it frequently.

Chemical hazards are present when a worker is exposed to any chemical preparation in the workplace in any form (solid, liquid or gas). Some are safer than others, but to some workers who are more sensitive to chemicals, even common solutions can cause illness, skin irritation or breathing problems.

Beware of:

- liquids like cleaning products, paints, acids, solvents especially chemicals in an unlabelled container (warning sign!)
- vapours and fumes, for instance those that come from welding or exposure to solvents
- gases like acetylene, propane, carbon monoxide and helium
- flammable materials like gasoline, solvents and explosive chemicals.

The Workplace Hazardous Materials Information System (WHMIS) is designed to make sure you have the information you need to evaluate any hazards and take action to protect yourself.

Looking for more information on [WHMIS?](#)

www.WorkSmartOntario.gov.on.ca

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What is a Hazard, pg 4.

What if I recognize a hazard at work?



Some hazards, such as unguarded machinery, pose immediate dangers: a worker could lose a finger or arm. Other types of hazards, such as ergonomic hazards can injure a worker over a long period of time, but the full extent of the damage (such as chronic strain or a muscle impairment) may not show up until after several months or years of exposure to the hazard.

Both types of hazards need to be fixed. Some require immediate attention because exposure to them can cause injury to you and fellow workers NOW. They can be quickly fixed by cleaning up the floor, putting a guard back on or installing a guardrail, for instance. Hazards that can hurt you in the long term also need to be identified and reported promptly. Interim solutions should be sought right away, such as rotating tasks with other workers, but permanent elimination of the hazard may take a little more time to achieve.

Once you've recognized a hazard, assessing its potential to cause injury and the extent of the hazard is a necessary step in determining how the hazard can be addressed.



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Hazards

What should you do?

Be sure to receive training specific to the equipment, materials and work processes in your workplace.

Ask questions about the potential hazards in your job and the hazards in the workplace around you.

Always be on the lookout for hazards. Report hazards to your supervisor as soon as you identify them.

A workplace hazard is any condition, practice, behaviour, or a combination of these that can cause injury or illness to a person or damage to property. Here are some examples.



Health hazards

- Excessive noise
- Radiation
- Biological agents such as infectious diseases
- Ergonomic problems such as repetitive motion, force or awkward body positions
- Chemicals



Safety hazards

- Poor housekeeping
- Machine belts and pulleys, sharp blades, and moving parts
- Energy hazards: electricity, hydraulics, steam, heat, or gravity
- Material handling using conveyors, lift trucks, tow motors and manual lifting
- Inappropriate or unsafe work practices



Machinery is guarded with a metal cage to protect the worker.



A lockout device is used to ensure that no one can start a machine while a worker is cleaning, repairing or maintaining it.

Hazard Control

What should you do?

Be aware of hazards that can result in injury or death.

- ✓ slips and falls
- ✓ electrical hazards
- ✓ machinery
- ✓ confined space
- ✓ moving vehicles
- ✓ hazardous chemicals
- ✓ over-exertion
- ✓ falling objects
- ✓ burns
- ✓ workplace violence
- ✓ explosions and fires
- ✓ collapsing platforms or equipment

Hazards should be eliminated or at least controlled to minimize exposure to risk. Here are a variety of ways to control hazards.

- Substitution with a less hazardous material, process or equipment
- Re-engineering equipment or a work process
- Installing physical barriers like machine guarding
- Personal protective equipment (PPE)
- Ventilation



Worker wearing personal protective equipment



Worker in control room isolated from sound and other hazards

Personal protective equipment may be necessary in some environments.



boots



gloves



hardhat



eyegoggles



earmuffs



earplugs

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Learn how to protect yourself

WHMIS

WHMIS is the Workplace Hazardous Materials Information System. This system was designed to make sure that workers across Canada know how to safely handle chemicals. It is also the law. Everyone in the workplace must receive WHMIS training that relates to the workplace, including you.

WHMIS has three parts;

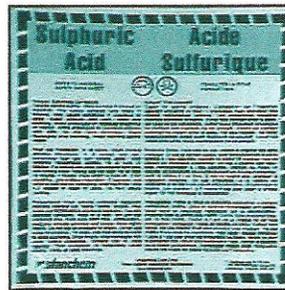
- Warning labels
- Material Safety Data Sheets (MSDS)
- Worker Training

Personal protective equipment (PPE)

You are responsible for properly wearing any special protective equipment that your job requires. Using it will help protect you from injury and illness. Be sure it fits right and meets approved standards.

Here are some examples.

- Hard hats to protect your head
- Hair nets to keep your hair from becoming caught in machine parts
- Non-slip safety boots – look for CSA approval
- Gloves to protect your hands
- Hearing protection to block out dangerous levels of noise
- Safety glasses or goggles to protect your eyes



WARNING LABEL

What should you do?

Be sure to receive WHMIS training.

Check warning labels and ask to see the MSDS before you start handling substances.

Read and follow the guidelines for use.

What should you do?

Ask if there is any protective equipment that you should be wearing when doing your job. If there is, learn how to wear it properly.

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Location: Ministry of Labour > Health and Safety > Publications >

Protecting Yourself

Tips for --Young Workers

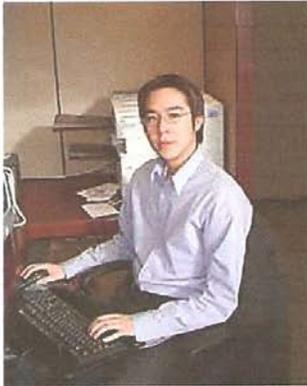
Health and Safety Tip Sheets

Issued: June 2004

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By law, you have basic rights, including:

1. The Right to Know about what hazards there are in your workplace and to know what to do to prevent injuries from them.
2. The Right to Participate in health and safety activities in your workplace without fear of discipline.
3. The Right to Refuse work that you reasonably believe can be dangerous to yourself or others.

However, you also have responsibilities including:

1. Work Safely: use all

Don't say it'll never happen

An average of 42 young workers are injured or killed on the job every day in Ontario. Workplace accidents can happen at any job and can cause serious injuries. Just read Candace's story.

Candace's Story

Safety wasn't the first thing on Candace Carnahan's mind when she began a summer job in a paper mill. Tragically, however, in a near fatal episode her foot became caught in a conveyor belt, dragging her helplessly until the machine could be stopped. The catastrophe left her with an amputated leg. It almost claimed her life. Proper safety practices could have prevented this and countless other tragedies, which affect thousands of young workers every year.

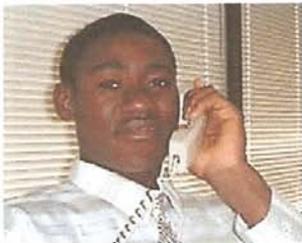


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- machinery and equipment the way you were trained to.
2. **Report Hazards:** if you know that Ontario's health and safety laws are not being followed, you must report the circumstances to your supervisor or employer as soon as possible.
 3. **Use or Wear Protective Devices:** don't remove a guard or device designed to protect you. Wear your safety gear--it's the law.



Protect yourself. Know your rights and responsibilities.

For more information for young workers go to www.youngworker.ca or www.WorkSmartOntario.gov.on.ca

If you need help with a concern about safety in your workplace, call the local office of the Ontario Ministry of Labour (listed in the blue pages of your phone book) or 1-800-268-8013.

You go to driving school to become a safer, smarter driver, so why not get the same advantage in the workplace? A \$9.00 lifetime Passport to Safety membership provides a standardized safety test, a nationally recognized safety transcript for you to attach to your résumé, and 24/7 access to workplace safety resources. Find out more about it at: www.passporttosafety.com

Produced by the Ontario Ministry of Labour, June 2004

The Ontario Ministry of Labour does

Questions we often ask ourselves about our jobs:

- How do I look?
- What will my co-workers think about me?
- Will I be able to keep the job?
- How much money will I make?

However, we need to consider other issues:

- Will I be trained enough in order to do my job safely?
- Am I able to recognize possible hazards?
- Do I know my rights and responsibilities?
- Could an accident disfigure me or cost me my life?

Some signs that a workplace may be unsafe . . .

- Other employees are getting injured on the job
- You work without direct supervision
- You have not been trained properly
- Equipment is unguarded or broken
- Chemical containers aren't labelled
- Shortcuts are used to save time
- Poor housekeeping and maintenance, e.g. floors are slippery and electrical cords are frayed

How to protect yourself . . .

- **Learn** to do the job safely. Are you in any danger?
- **Think** the job through. Know what to do when there's an injury or emergency situation.
- **Ask, Ask, Ask**--There are no stupid questions.
- **Get help**, especially if you have to lift something heavy.
- **Wear the gear**--Find out what to wear to protect yourself, how to wear it and how to maintain it.
- **Inform** your supervisor if you see anything unsafe that may hurt you or someone else.
- **Report injuries**--If you get hurt, it's your job to tell your supervisor.
- Talk to your family about your job. Sometimes they know something you don't know!

Minimum Age Requirements for Working in Ontario	
14 years old	Establishments such as offices, stores, arenas, restaurant serving areas.
15 years old	Factories (other than logging operations), restaurant kitchens and warehouses.
16 years old	Construction, surface mine (except the working face); logging operations; mining plants.
18 years old	Underground mining or a working face of a surface mine; window cleaning.

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not assume and is not responsible for any liability whatsoever for any use of this material. To determine rights and obligations under the laws regulating workplace health and safety, the reader is directed to the provisions of the OHSA and the regulations made under that statute.

If you think your job is unsafe, do something about it.

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I Don't Feel Safe

Read each situation, or listen to your instructor read it. Role play what you would do with another student or with your instructor as the supervisor.

SITUATION 1

The cord on the vacuum cleaner has frayed. You have even seen sparks. You are told to vacuum the office this shift. You do not feel safe. What should you do?

SITUATION 2

There is an **unlabelled** container that you have been told contains a strong cleaning product. You do not feel safe. What should you do?

SITUATION 3

You are told to clean the storage room at the back of the office. Only one other person will be working with you. This person has frequently made rude or inappropriate comments to you and tried to grab you. You do not feel safe. What should you do?

I Can Do It

- For each example, check if you received training, and check when you can do it.

I can	Took the training	Did it
Use three hole punch		
Use a coffee maker		
Use a vacuum cleaner		
Put on protective equipment such as gloves, eye goggles, and face mask		
Pour liquid from a large, heavy, plastic jug without spilling it.		
Lift a heavy box of photocopy paper safely		
Use a stapler safely		
Refill a stapler safely		

Health and Safety in the Classroom

- Complete the checklist. Anything that you answer “No”, you need to ask about. Then go back and answer “Yes”.

I know	Yes	No
Where the fire exit is		
Where the first aid kit is		
What protective equipment I need to wear or use		
How to treat others with respect		
How to ask questions		
Who to go to if I have a problem		
How to keep the classroom clean and safe		
Why safety is important		

I Had an Accident

Read each situation. Who should you tell? Role play with another student or with your instructor. That person will ask questions about the accident and you must answer.

Situation 1

You slipped on the snow that had melted just inside the doors. When you fell, you landed on your hands and knees. You are a bit wet and shaken up, but not really hurt.

Situation 2

You were cleaning up some broken glass and got some in your hand. It hurts a lot, and it is bleeding.

Situation 3

You were using a strong cleaner to remove some stains. You knocked over the jug and some splashed on your pants. It ate through the material and got to your skin. It is now red and very sore.

Situation 4

Something smells very bad and strong in the garbage can. As you try to empty it, you began to feel really dizzy. Suddenly, you throw up.

DEMONSTRATION INSTRUCTOR PAGE

Spot the Hazard**ESSENTIAL SKILLS**

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Oral Communication 2**
- **Thinking Skills**
 - Problem Solving 2
 - Decision Making 1
 - Significant Use of Memory
 - Finding Information 1

DEMO DESCRIPTION

The student will identify hazards in a variety of pictured workplaces. These will be discussed orally. The student will also identify training requirements in a workplace.

INSTRUCTOR NOTES

- Photocopy and use Tasks 1 & 2.
- Task 1 is oral. The student should be able to identify the right and wrong way to work in several situations.
- Provide *What I Have Learned and Skills Practised* to link the demonstration tasks to the Essential Skills.

With student

- Read tasks aloud if necessary

ACHIEVEMENT INDICATORS

- Located and categorized hazards
 - Discussed safety issues in a variety of workplaces and work situations
 - Identified equipment requiring training, both shown and not shown
 - Made simple inferences
 - Assessed own performance
-

Safety in the Workplace

TASK 1: Spot the Hazards

Look at the pictures. Discuss each picture with your instructor.

- Tell what the hazard is, or what the person is doing safely.
- What safety issues might there be in this workplace?
- Is training needed?



Safety in the Workplace

TASK 1: Spot the Hazards, cont.



Safety in the Workplace

TASK 1: Spot the Hazards, cont.



Safety in the Workplace

TASK 1: Spot the Hazards, cont.



Safety in the Workplace

TASK 2: Happy at Work

Look at the picture of the woman at the computer.

She has had to learn several pieces of equipment shown in the picture.

List the equipment shown she would have had to learn to use safely.

-
-

She works in an office.

What other pieces of equipment might she need to use (not shown in picture.)

-
-
-

Safety in the Workplace

TASK 2: Happy at Work, cont.



Safety in the Workplace

TASK 2: Happy at Work, cont.

- What pieces of office equipment must Patsy be trained on?
- How is this office prepared for worker comfort and health during hot weather?



DEMONSTRATION ASSESSMENT

Spot the Hazard

Student: _____

Instructor: _____

Date: _____

Total Time for Demonstration: _____

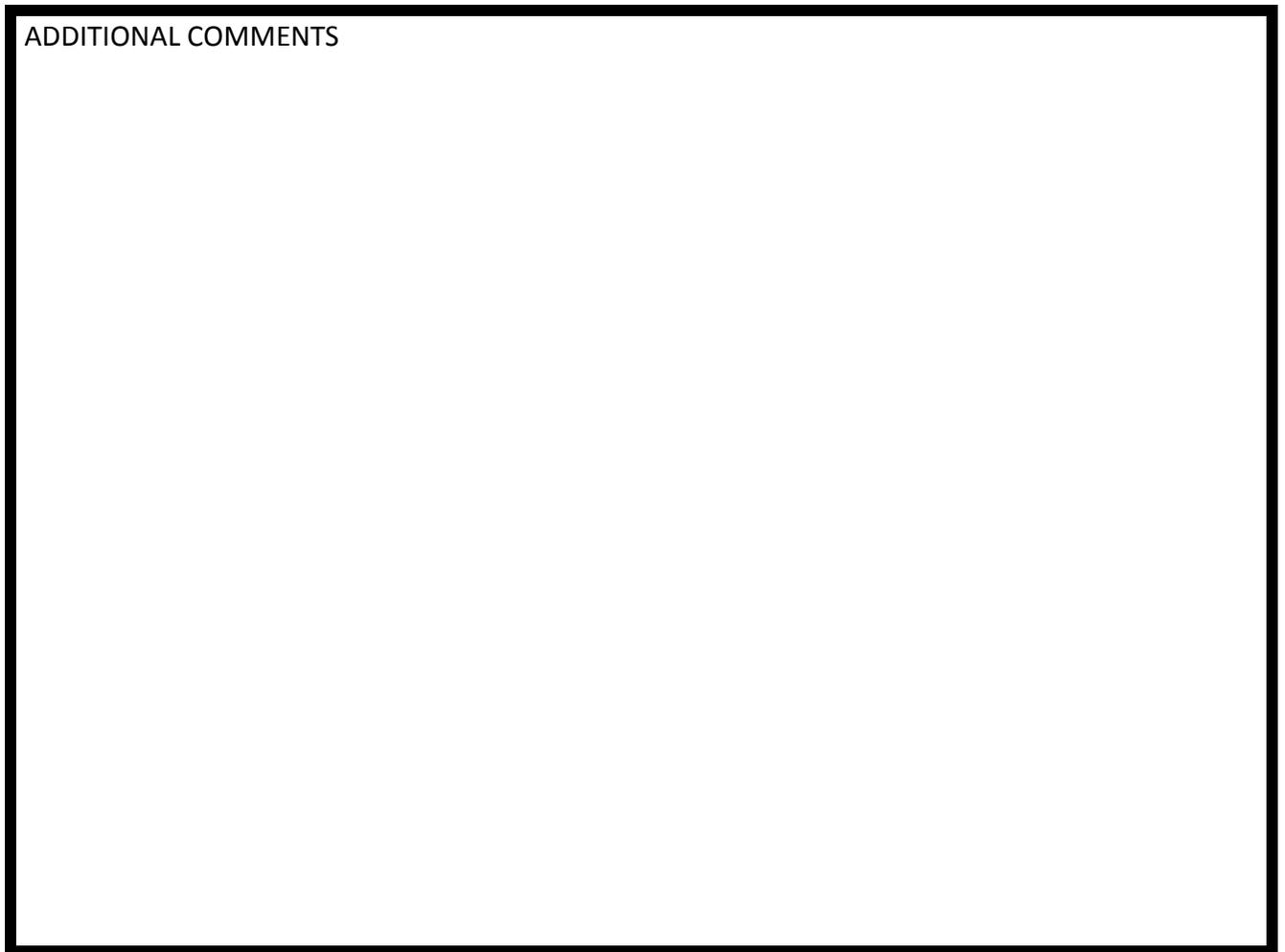
Help Given? ____ Yes ____ No
Details: _____

Accommodations?: ____ Yes ____ No
Details: _____

- ESSENTIAL SKILLS:**
- **Reading Text 1**
 - **Document Use 1**
 - **Writing 1**
 - **Oral Communication 2**
 - **Thinking Skills**
 - Problem Solving 2
 - Decision Making 1
 - Significant Use of Memory
 - Finding Information 1

ACHIEVEMENT INDICATORS	BEGINNING	DEVELOPING	ACCOMPLISHED
• Located and categorized hazards			
• Discussed safety issues in a variety of workplaces and work situations			
• Identified equipment requiring training, both shown and not shown			
• Made simple inferences			
• Assessed own performance			

ADDITIONAL COMMENTS



Understanding Hazardous Product Labels

Understanding Hazardous Product Symbols

This unit will introduce students to labels found on cleaning products. It will help them to identify the WHMIS symbols on the label and will help them to determine the safety equipment needed and the precautions that should be taken to be safe when using the products.

The instructor should become familiar with WHMIS: the symbols, the label, the law about where a label is required, and the employer/employee responsibilities. The WHMIS website and the Canadian Centre for Occupational Health and Safety (CCOHS) website are excellent.

PREREQUISITE OR ADDITIONAL SKILLS NOT TAUGHT IN THIS UNIT

- Identifies letters by sound and name
- Some recognition of warning signs around them (See *Understanding Signs* unit in this manual.)
- Some sight vocabulary of signs around them (See *Understanding Signs* unit in this manual.)
- Understanding of cause and effect relationships

OBJECTIVES

Students will

- Identify warning signs in the workplace
- Read labels on products
- Identify WHMIS symbols on labels
- Know the different types of protective equipment
- Know when to use the appropriate protective equipment
- Know when and how to ask for help when not feeling safe

MATERIALS

- Blank cards to use for vocabulary, etc.
- Laminating facilities for vocabulary cards, posters, etc.
- Cleaning product bottles (empty and washed) with labels intact.
- Samples of protective equipment: especially gloves (rubber & work), boots (steel-toed and rubber), dust mask, goggles, face shield, apron, work overalls. (may be available at your location, or get from building supply or hardware store)
- WHMIS symbol cards
- Samples of signs in your workplace
- Camera
- Computer with Internet access
- Chart paper and markers

VOCABULARY

- Apron
- Body
- Breathing
- Caution
- Caution
- Corrosive
- Danger
- Equipment
- Explosive
- Eye/ eyes
- Face
- Feet
- Flammable
- Foot
- Glasses
- Goggles
- Hands
- Hazard / hazardous
- Head
- Keep Closed
- Keep Out
- Labels
- Mask
- No Eating
- No Smoking
- Personal
- Poison
- Protective
- Safety
- Signs
- Skin
- Toxic
- Ventilate
- Warning
- Wash
- WHMIS

(Review all vocabulary taught in the *Safety* unit of this manual.)

RESOURCES

- www.labour.gov.on.ca/english/hs/whmis - search the table of contents for appropriate topics – many good visuals
- www.whmis.net on-line training – you ask for a password
- www.DuraLabel.com free WHMIS guide available
- www.ccohs.ca search WHMIS, then OSH answers: excellent site.
- Use a search engine for WHMIS sites, then look at sponsored links for on-line trainings: some free items, others must be purchased: These could be valuable training in how to take on-line trainings, which are common in the workplace, especially for delivering WHMIS training
- <http://www.nald.ca/library/learning/wkplace/cover.htm> : Unit IV: WHMIS Made Easy – pdf format.

#	Activity Description	ESSENTIAL SKILLS																
		RT	DU	W	N					OC	TS					WWO	CU	CL
					MM	SBA	MC	DA	NE		PS	DM	JTPO	SUM	FI			
1.	Hazards									1	1	1		*				*
2.	Hazards in the workplace	1	1							1	1	1		*			2	*
3.	Labels		1							1	1	1		*	1			*
4.	Hazard symbols	1	1	1						1	2	2		*	1			*
5.	Examining WHMIS labels		1							1				*				*
6.	Why do we need protection?		1							1	2	2		*				*
7.	Poison (poisonous)		1							1	1	2		*	1			*
8.	Poison (poisonous): prevention	1	1							1	1	2		*	1			*
9.	Poison (poisonous): be safe	1	1							1	1	2		*	1			*
10.	Corrosive	1	1							1	1	1		*	1			*
11.	Spilling corrosive materials		1							1	1	1		*				*
12.	Corrosive: be safe	1	1	1						1	1	1		*	1			*
13.	Flammable	1	1							1	1	1		*	1			*
14.	Flammable risks: be safe	1	1	1						1	1	1		*	1			*
15.	Explosive / compressed gas	1	1							1	1	1		*	1			*
16.	Other WHMIS symbols	1	1							1	1	1		*				*
17.	No mixing	1	1							1	1	1		*				*

#	Activity Description	ESSENTIAL SKILLS																
		RT	DU	W	N					OC	TS					WWO	CU	CL
					MM	SBA	MC	DA	NE		PS	DM	JTPO	SUM	FI			
18.	Unknown symbol		1							1	1	1		*		*		*
D	Hazard symbols		1							2	1	1		*				

LEARNING ACTIVITIES

<p>1. HAZARDS</p> <ul style="list-style-type: none"> • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials: None</p>
<p>Ask students if they know the meaning of a hazard (a danger), and if they understand the word “hazardous” (dangerous).</p> <p>Teach vocabulary: danger/dangerous; hazard/hazardous; warning; caution. Post these words in plain view for frequent reference.</p> <p>Explain that each day we all experience situations which could be dangerous if we did not know the correct way to deal with them. (crossing the road, riding a bike, using the stove, working a machine, etc.).</p> <p>Ask students if taking a bath or shower is dangerous. If they say No, ask if it could be dangerous. Point out that people could slip and fall in the bathtub or shower; they could burn themselves if the water is too hot; they could even kill themselves if they took something electric into the tub with them. Assure students that taking baths or showers is safe as long as they take some safety precautions. Ask what are some of the things they could do to keep themselves safe in this situation.</p> <ul style="list-style-type: none"> • Use rubber mats • Use handrails • Keep bathroom door unlocked (or locked in rooming house) • Get help when needed • Test water temperature before stepping in • Keep electrical appliances away <p>Discuss other situations that could be dangerous if not handled correctly; for example:</p> <ul style="list-style-type: none"> • Medication • Knives • Fireplaces • Sun • Etc. 	

<p>2. HAZARDS IN THE WORKPLACE</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Computer Use 2 • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Teaching Aid: <i>WHMIS Label & Symbols</i> • Computer with Internet access • Websites – see <i>Resources</i> at the beginning of this unit: check that it works for your students
<p>Explain that workplaces can also have hazards. Janitors are often asked to handle cleaning materials that could cause harm if not used properly with the proper protective equipment. Some chemicals can burn the skin; some might cause difficulty breathing; some could harm the eyes. That is why workplaces have rules to follow to keep the worker safe when using chemicals.</p> <p>Labels on dangerous products should tell you what the danger could be and tell how to protect your body from harm. Sometimes words are used and sometimes symbols. Explain the meaning of “symbol”: a picture or sketch that stands for something. Give examples. (thumbs up, picture of man on washroom door, etc.)</p> <p>Explain that there are some standard hazard symbols used in workplaces in Canada. Show the Teaching Aid: <i>WHMIS Label & Symbols</i>. Tell the students that WHMIS means “Workplace Hazardous Materials Information System” – they do not need to remember the full name, just WHMIS. It is not necessary to talk about each individually now (later activity), but they should learn to recognize what is and is not a WHMIS symbol. Explain that WHMIS is the law: it is there to protect workers from accidents in the workplace. They should always receive WHMIS training on the job.</p> <p>In the USA, a different labeling system is used: NFPA (National Fire Protection Agency). For more advanced students, you could examine this system as well: use a search engine to find websites.</p> <p>Use one or more of the websites if possible, to examine labels and safety precautions. Some of the sites have animated on-line trainings. These are commonly used in workplaces, so this is a good opportunity for guided instruction! By the end of this unit, you could use one of these sites for review or extended learning.</p> <p>***It is extremely important that you, as the instructor, have learned some of the WHMIS requirements before teaching these. They are legal requirements for the workers’ safety. Use the CCOHS website. Go to OHSANSWERS section.</p>	

<p>3. LABELS</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Selection of household cleaning products: glass cleaner, toilet cleaner, carpet cleaner, stove cleaner, dusting product, strong cleaner to remove rust or stains, bleach, mildew remover, etc. Make sure bottles are either empty and washed, or securely fastened with no drips on bottle. • <i>Mopping – Following a Pattern</i> in this manual for more reading of product labels • Teaching Aid: <i>WHMIS Label & Symbols</i>
<p>Mention that sometimes janitors use regular household cleaning products, bought at the supermarket. Ask students what cleaning materials they use at home. Make a list and photocopy a label for each product mentioned if possible. There are some labels and label reading activities in the <i>Mopping</i> unit of this manual.</p> <p>Show students a variety of household products used for different cleaning tasks: You might give each student a different product. Use the photocopied labels as well.</p> <p>Ask what the purpose of a label is. (It identifies the product and gives other important information.) Ask what they would expect to find on the label. (name of product, what it is used for, hazard symbol, precautions to take, first aid.)</p> <p>Tell students to examine each label to see if it tells whether or not the product is hazardous.</p> <ul style="list-style-type: none"> • Look for the words “DANGER” or “WARNING” or “HAZARD” and needs to be “handled with care”. • Tell them to look for hazard symbols like those they saw on the WHMIS website. (Refer to Teaching Aid: <i>WHMIS Label & Symbols</i>). • Look for other symbols that they think may indicate a danger. (Bony hand, explosion, etc.) <p>Explain that household products do not all have WHMIS labels, BUT that large industrial size containers used in workplaces MUST have a WHMIS label with a symbol. If they are asked to use a product without a WHMIS label in the workplace, they should always make sure to get full safety instruction first. (Ask for training; someone to read the full instructions and warnings; demonstration of use, etc.) If the product has been poured into smaller containers at work, then each small container MUST be labeled with the WHMIS label.</p> <p>Ask if they would use a cleaning product that had no label. (Perhaps it had been torn off.) Why not? (Wouldn’t know how to use it safely.)</p>	

<p>4. HAZARD SYMBOLS</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Writing 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 2 ◦ Decision Making 2 ◦ Significant Use of Memory ◦ Finding information 1 • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Selection of products with hazard symbols (danger, warning, caution, like on Student Activity Sheet) • Student Activity Sheet: <i>Shapes of Symbols</i>
<p>Point out that the most important part of the label is the hazard symbol. Many household products that do not have WHMIS labels still do use some hazard symbols.</p> <p>Ask students to point to the hazard symbol on each product. What does it mean if there is no hazard symbol on a household product?</p> <ul style="list-style-type: none"> • Is it safe? (Generally, if used according to the instructions.) • Should they drink it? (No) • Could it irritate their skin or eyes? (It might) • Should they inhale any fumes? (Probably not.) • What should they do? (They must read the words, looking for warnings and first aid information.) • What if reading is hard for them or they do not understand what is written? (Ask for help!!) <p>Use the Student Activity Sheet: <i>Shapes of Symbols</i>.</p> <ul style="list-style-type: none"> • Ask students which one resembles a Stop sign. Explain that this one means “Danger”. Be very careful before using this. Which of their products has this shape symbol? Remind them that red is another indicator of danger. • Explain that the upside-down triangle means “Warning”. This one is the same shape as the “Yield” traffic sign. (Traffic that may be coming can go straight through: you would need to stop and look first before entering the road.) Which of their products has this shape symbol? • Explain that the diamond shape is like the yellow “Caution” signs on the road that tell of a curve in the road, or of something else that they have to be careful of. Which of their products has this shape symbol? • Complete the activity sheet. 	

<p>5. EXAMINING WHMIS LABELS</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Teaching Aid: <i>WHMIS Label & Symbols</i> • WHMIS labels
<p>Use the Teaching Aid: <i>WHMIS Label & Symbols</i>.</p> <p>Begin by explaining that WHMIS labels all have the same border.</p> <ul style="list-style-type: none"> • Describe the border. Is it a solid line or broken (dashes, dotted)? • Explain that whenever they see this border, they should look inside for a hazard symbol. <p>Ask if they recognize any of the symbols. Some may be different from those on household products, but many are the same.</p> <ul style="list-style-type: none"> • Notice that the symbols are all inside circles. <p>Emphasize that whenever they see this border or these symbols, they know there is something dangerous inside. You may need some special equipment when handling the product, and it will need special care.</p> <p>Show some actual WHMIS labels to see the border and the symbols.</p> <ul style="list-style-type: none"> • Tell students that the left side has English and the right side has French. • Explain that they would need to read the entire label in the workplace, or to have someone read it to them or explain it. • Tell them that there is another sheet: Materials Safety and Data Sheet with detailed information, that must be at every workplace, to match with all the hazardous products. They would receive training about those on the job. 	

<p>6. WHY DO WE NEED PROTECTION?</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 2 ◦ Decision Making 2 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Samples of protective equipment: especially gloves (rubber & work), boots (steel-toed), dust mask, goggles, face shield, apron. • Teaching Aid: <i>Personal Protective Equipment</i> (make separate cards with labels on reverse for extra learning)) • Student Activity Sheet: <i>Wear It For Safety's Sake</i> • Student Activity Sheet: <i>Know Your Body</i>
<p>Ask the students why they think that the body needs to be protected from certain chemicals. Explain that cleaning products can hurt the outside of the body (skin or eyes), or they can get inside the body and make the person sick.</p> <p>Ask how a cleaning product might get on the skin. (You spill it, you touch the cleaning cloth or mop, some spray gets on the skin,) and how it might get in the eyes (splash, mist in the air.)</p> <p>Ask how things get inside the body:</p> <ul style="list-style-type: none"> • Through the mouth: on food, on cigarettes, on hands touching the mouth, food or cigarettes. • Through the nose: breathing in dangerous products in the air. • Through the skin pores: touching dangerous materials. • Through wounds: a cut or other broken skin. <p>Point out that sometimes these things have an effect right away (irritation or sickness); other times it takes years, the person getting a little sicker over time, or even years later (such as cancer).</p> <p>Ask students how they protect themselves from rain and snow and cold weather. (They wear special clothing.) Teach body parts vocabulary as you identify what special clothing is worn. Point out that protective clothing must often be worn in the workplace to protect the body from dangerous products.</p> <p>Use the Teaching Aid: <i>Personal Protective Equipment</i>. Show actual protective equipment that you have gathered. Discuss each piece of equipment.</p> <ul style="list-style-type: none"> • What is it called? • What part of the body does it protect? • How is it worn? • When might they need to wear this? • What could happen if it is not worn? <p>Use Student Activity Sheets: <i>Wear It For Safety's Sake</i>, and <i>Know Your Body</i> as a review.</p>	

<p>7. POISON (POISONOUS)</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 2 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Teaching Aid: <i>What the Symbols Mean</i> (make large posters of each card, or make laminated cards, ...)
<p>Use the Teaching Aid: <i>What the Symbols Mean</i>.</p> <p>Show students the symbol for Poison. (skull and crossbones) Ask if they know what it means if someone is poisoned. (the person has swallowed or absorbed in some other way something that will cause immediate and serious sickness.) Read the paragraph beside the symbol.</p> <p>Show the symbol for Toxic substances. Read the paragraph beside the symbol. Explain that both symbols are for poisons; ask which one is more dangerous. Why? (immediate and serious effects)</p> <p>Look at cleaning products gathered for previous activities.</p> <ul style="list-style-type: none"> • Do any of them have the poison symbol on them? • Do any have the Toxic symbol? • Would it be a good idea to swallow these products? Why not? • Would it be a good idea to get this on their hands or other skin? Why not? • Even if the poison label is not on the cleaning product, would it be a good idea to swallow the cleaner? Why not? • Are there other ways that the cleaner could get in their mouths? (touching mouth when cleaner is on hands, touching food or cigarette after handling the cleaner) • How can this be avoided? (wash hands, wear gloves, keep hands away from mouth when cleaning, don't eat, drink or smoke when handling cleaning products, etc.) 	

<p>8. POISON (POISONOUS): PREVENTION</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 2 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Teaching Aid: <i>Safety Precaution Signs</i> • Teaching Aid: <i>Personal Protective Equipment</i> • Face mask for display
<p>Explain that sometimes cleaning products can produce dangerous fumes (like a mist in the air.)</p> <p>One way to prevent this is to use cold water, rather than hot water, when mixing the cleaning product with water.</p> <p>It is also important to have good ventilation. “Ventilation” means lots of fresh air.</p> <ul style="list-style-type: none"> • Ask students how they could get good ventilation. (open windows and doors, use a fan to move the air around.) • Ask students what else they could do to prevent breathing in the dangerous fumes (wear a mask covering nose and mouth.) • Show the safety sign “Use With Adequate Ventilation”. (Teaching Aids: <i>Safety Precaution Signs</i>) Identify key vocabulary and symbols. Guess at what sign says, then read together. • Use Teaching Aid: <i>Personal Protective Equipment</i>. Choose which protective equipment to use. Post sign in the room and the pictures of the appropriate protective equipment. (Display a face mask too if possible) • Discuss the differences between the various pieces of protective equipment used against fumes. A mask will be enough for some products, but a respirator with an oxygen canister may be needed if the material’s fumes are deadly (firefighters use these so they can breath in very smoky situations.) 	

<p>9. POISON (POISONOUS): BE SAFE</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 2 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Teaching Aid: <i>Safety Precaution Signs</i> • Safety goggles, gloves, and face shield
<p>Ask students what they would do if a cleaning product was very irritating to the eyes. (wear safety glasses)</p> <p>Ask what they would do if it was very irritating to the skin. (wear gloves, long sleeve clothing, full length pants, closed shoes.)</p> <ul style="list-style-type: none"> • Show sign “Avoid Skin Contact”. (Teaching Aid: <i>Safety Precaution Signs</i>) identify known words; sound out other words and ask students to read. Post sign in room. • Use Teaching Aid: <i>Personal Protective Equipment</i>. Choose which protective equipment to use. Post sign in the room and the pictures of the appropriate protective equipment. (Display safety goggles, gloves, and face shield.) <p>What other safety signs might be used in a workplace to ensure that employees work with poisonous materials safely?</p> <ul style="list-style-type: none"> • Show, read, and display “Eating and Drinking in Lunchroom Only”, “No Eating or Drinking in this Area”, “No Smoking in this Area”, “Wash Your Hands”. (Teaching Aid: <i>Safety Precaution Signs</i>) Discuss the reason for each sign. Post all signs. <p>Look for First Aid instructions on the products selected. Make a chart, labeled “First Aid: Poisonous” and post. Note that each poison will have its own first aid instructions. (Some say to induce vomiting; others say not to induce vomiting. All will require a visit to the doctor or hospital.)</p>	

<p>10. CORROSIVE</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Teaching Aid: <i>What the Symbols Mean</i> • Teaching Aid: <i>Safety Precaution Signs</i> • Household products that are corrosive (plus others that are not)
<p>Show the household symbol for corrosive and the WHMIS symbol for corrosive. (Teaching Aid: <i>What the Symbols Mean</i>). Using the symbols, ask students if they can figure out what “corrosive” means. (It can burn the skin or burn metal: eat it away.) Read the paragraph beside the symbols.</p> <p>Ask if anyone has ever had a burn from a chemical.</p> <p>Show the word “corrosive” and help students to read it.</p> <p>Ask students to identify which products are corrosive. Point out that there are many cleaners in this group: toilet bowl cleaners, bleach, stain removers, etc.</p> <p>Ask which are the most corrosive of the household products. (Those with the octagon -stop sign - shape.)</p> <p>Point out that some powders become corrosive when mixed with water.</p>	

<p>11. SPILLING CORROSIVE MATERIALS</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Teaching Aid: <i>Safety Precaution Signs</i> • Teaching Aid: <i>Eye Wash Station</i>
<p>Ask students why a corrosive cleaning product should never be put into a metal container. (It will eventually burn a hole in the metal and leak out.)</p> <p>Look at the containers holding the corrosive cleaning products to see what type of material they are made of. (plastic for liquids, cardboard for powders.)</p> <p>Ask students how janitors might get a corrosive cleaner on their skin. (Spilling it on their hands, touching the cloth or brush used, from a leaking container.) Point out that a very corrosive product could easily burn through their clothes.</p> <p>Ask what they should do if they got a corrosive cleaner on their skin. (Wash or shower right away.) Point out that some workplaces have emergency showers for that reason.</p> <p>Ask what they should do if they spill corrosive material on their clothes. (Change right away, or even shower with clothes on.) What could they do to make this possible? (keep extra work clothes at work)</p> <p>Ask how janitors might get a corrosive cleaner in their eyes. (Splashing it when pouring it; mist from fumes) Point out that they would need to wash their eyes right away for at least 15 minutes and then get to a doctor. Show “Eye Bath” sign (Teaching Aid: <i>Safety Precaution Signs</i>) and Teaching Aid: <i>Eye Wash Station</i>.</p>	

<p>12. CORROSIVE : BE SAFE</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Writing 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Teaching Aid: <i>Safety Precaution Signs</i> • Samples of cleaning products with corrosive symbols • Chart paper and markers • Samples of protective equipment needed: gloves, apron, safety glasses/goggles, overalls
<p>Show students the safety signs “Avoid Contact With Skin”, “Wash Your Hands”, and “Eye Bath” (Teaching Aid: <i>Safety Precaution Signs</i>). Help students to read these signs and discuss each in turn, asking why the sign would be appropriate. Post in room.</p> <p>Ask students to locate corrosive symbols on cleaning products you have brought in.</p> <ul style="list-style-type: none"> • Read any safety suggestions made for how to handle the product safely. • Are there any First Aid suggestions? Read them together. If none are given, discuss what they might be. • Make a chart of First Aid for Corrosive Products, and display in the room. • Make sure they know where the First Aid box is in the room, and tell them they would need to know this at work too. <ul style="list-style-type: none"> ◦ They should be sure that the right materials are in the First Aid box. ◦ What if they are not? ◦ Whom should they tell? <p>Ask what protective clothing might be needed for handling corrosive materials? (gloves, apron, safety glasses/goggles if pouring, face shield, protective clothing and even boots if material is very corrosive.) Explain that many workplaces have one-piece heavy-duty overalls that the worker puts on over top of his regular clothes to protect the clothing and person from dangers such as this. Display examples of the protective clothing.</p>	

<p>13. FLAMMABLE</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Teaching Aid: <i>What the Symbols Mean</i> • Samples of cleaning products, some of which are labeled as flammable
<p>Show the symbol for “Flammable” (Teaching Aid: <i>What the Symbols Mean</i>) and ask students what it is a picture of. (a flame or fire.) Ask what “flammable” means. Teach as a vocabulary word. Write the word “flame” on the board. Ask the students how the words are alike. Tell them that “flame” is the root word (where it comes from) for “flammable”. A flammable product catches fire or burns easily.</p> <p>Read the paragraph beside the “flammable” symbol.</p> <p>** Explain that “inflammable” means the same thing. The opposite is “non-flammable”.</p> <p>From the selection of cleaning products, ask students to identify which cleaning products are flammable.</p>	

<p>14. FLAMMABLE RISKS: BE SAFE</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Writing 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Teaching Aid: <i>Safety Precaution Signs</i> • Teaching Aid: <i>Personal Protective Equipment</i> • Chart paper and markers
<p>Discuss the risks associated with flammable products:</p> <ul style="list-style-type: none"> • Ask students what starts a fire: a match, a spark, lightning, high heat (rubbing two sticks together until a flame starts), etc. • Ask why they would not want to get flammable liquid on their clothing. (It might catch fire if they got near a flame like a cigarette, and they would be burned.) • Explain that flammable products often give off a gas that we cannot see. This gas can catch fire. <p>Discuss precautions:</p> <ul style="list-style-type: none"> • Ask what they should do if they spilled some flammable cleaning product on their clothes. (Change the clothes). • Ask what they should keep flammable products away from. (Lit cigarettes, flames of any kind, heaters, things that can spark.) • Ask how they might prevent getting flammable cleaning products on their clothes at work. (Wear an apron or special clothes at work, and change to go home.) • Ask what they should do if they spilled some flammable cleaning product on their hands. (Wash them.) • Ask what they should do to keep any flammable gas inside the container. (Keep it tightly closed.) <p>Safety</p> <ul style="list-style-type: none"> • Show students the safety signs associated with flammable products: “No Smoking”, “Keep Away From Heat”, “Wash Your Hands”, “Keep Closed”, “No Matches or Open Flame”, “Store in a Cool Place”. (Teaching Aid: <i>Safety Precaution Signs</i>). Discuss why each sign is a good safety rule when working with flammable products. Post the signs. • Using the Teaching Aid: <i>Personal Protective Equipment</i>, have students select which items they should use when handling flammable products. Display the items with the warning signs. • Look for First Aid suggestions on products labeled as flammable. If none are give, discuss what they might be. Make a chart, similar to that for “Corrosive” and “Poisonous” and post. 	

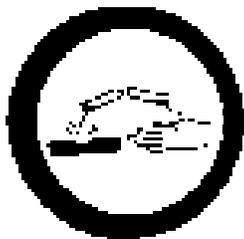
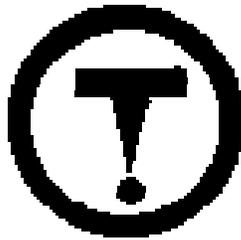
<p>15. EXPLOSIVE / COMPRESSED GAS</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Teaching Aid: <i>What the Symbols Mean</i> • Teaching Aid: <i>Safety Precaution Signs</i>
<p>Show the household symbol for "explosive" and ask students what is happening in this picture (something is blowing up or exploding). (Teaching Aid: <i>What the Symbols Mean</i>)</p> <p>Show the word card "explosive" and read it.</p> <p>Ask students to identify which of the cleaning products are explosive. Point out that most of these products are in spray cans. The cleaner is compressed (or pressed down) into the can until it can't hold any more. Compare it to blowing up a balloon. If you keep putting more and more air into it, eventually the balloon will burst.</p> <p>Show the workplace symbol for "compressed gas". Explain that they might see this symbol on a fire extinguisher. Like the spray cans, the gas is pressed into the fire extinguisher until it just can't hold any more. But compressed gas is much more explosive and dangerous than spray cans.</p> <p>Ask the students what makes a balloon explode? (more air pressure than it can hold, pricking or puncturing it, pressing it hard from the outside, heat) Explain that the same things are dangerous for spray cans and fire extinguishers: puncturing them or opening them, heat of any kind (hot water, heater, fire or flame) or external pressure caused by dropping them.</p> <p>Explain that fire extinguishers should be stored upright and fastened securely to the wall to avoid falling and puncturing.</p> <p>Look at the signs which might be posted near explosive materials: "No Smoking", "Keep Away From Heat", etc. (Teaching Aid: <i>Safety Precaution Signs</i>). Discuss each sign as before, and then post.</p>	

<p>16. OTHER WHMIS SYMBOLS</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Teaching Aid: <i>What the Symbols Mean</i>
<p>Explain that the final 3 symbols are ones they will be unlikely to see. They are not found on cleaning products. However, they may be cleaning in an area where these are hazards, and they need to recognize the symbols as representing a special danger. They should always receive special training on any job where these symbols would be seen.</p> <p>Show students the symbols for Oxidizing Material, Biohazardous Infectious Materials, and Dangerously Reactive Material. Read the paragraphs for each and discuss where they might see the symbols. (cupboards, storerooms, doors, waste containers, etc.)</p> <p>What signs might you see here? “Keep Out”, etc.</p>	

<p>17. NO MIXING</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Teaching Aid: <i>No Mixing</i>
<p>Emphasize that cleaning chemicals should never be mixed.</p> <p>Sometimes a reaction between the two products will result in a highly dangerous new chemical. It could make them very sick, burn them, explode, ...</p>	

<p>18. UNKNOWN SYMBOL</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Working With Others • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Student Activity Sheet: <i>This Is Dangerous and It Could Hurt Me</i> • Student Activity Sheet: <i>It Could Hurt Me</i> • Cards with symbols • Cards with hazard words • Cards with hazard effects
<p>Point out that we have not covered all of the hazard symbols that may exist.</p> <p>Ask what they would do if they came across a cleaning product that had a warning on it, but they didn't recognize it. Emphasize the importance of asking questions of a supervisor when they don't know something – especially when dealing with dangerous products.</p> <p>Ask what they would do if they came across a spill in the workplace from a large container with a hazardous product label (get a supervisor).</p> <p>Explain that there is a book in every workplace that gives a lot more information about every dangerous product in that workplace-including how to handle spills, cleanup, etc. They are not expected to know everything about every product they use.</p> <p>For review of the common symbols they will encounter as janitors, use Student Activity Sheets: <i>This Is Dangerous and It Could Hurt Me</i>. (You might have to read <i>It Could Hurt Me</i> to the student, and then have him/her copy the appropriate risk word.)</p> <p>You might want to play a game with the students to help them remember hazardous product symbols.</p> <ul style="list-style-type: none"> • Place one of the symbols on each student's back. The student must guess what the symbol is by asking Yes/No questions of other students. The student may have only two guesses at the symbol, so needs to ask other questions before asking, "Am I explosive?" etc. (Vary this by using either the symbol or the name of the hazard or the effect of the hazard. • Have one student show a symbol and the other say what it is. • Play a matching game of symbols, words and effects. • Make a Hazard Bingo game. As a symbol is called out, the student must put a counter on the square with the symbol. 	

WHMIS Label & Symbols



Personal Protective Equipment



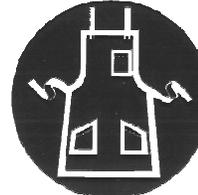
Dust Mask



Air Purifying Respirator



Supplied Air Respirator



Apron



**Chemical Protective
Clothing**



Safety Goggles



Face Shield



Boots



Gloves

What the Symbols Mean



**Poisonous and Infectious Material:
Immediate and serious toxic effects
(WHMIS)**

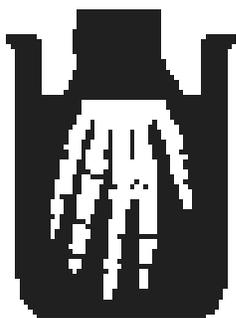
Just a little can make you very sick or kill you right away.



**Poisonous and Infectious Material:
Other toxic effects (WHMIS)**

May cause irritation. Many exposures may cause cancer, birth defects, or other permanent damage.

What the Symbols Mean, cont.



Corrosive Material

This is not a WHMIS symbol. It is a common symbol found on household products.

This product can cause burns to eyes, skin or respiratory system.



Corrosive Material (WHMIS)

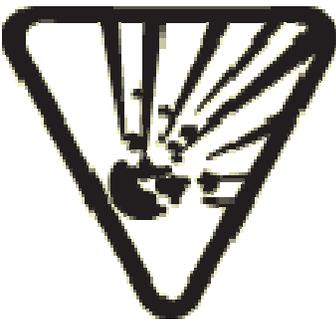
This product can cause burns to eyes, skin or respiratory system.

What the Symbols Mean, cont.



Flammable and Combustible Material (WHMIS)

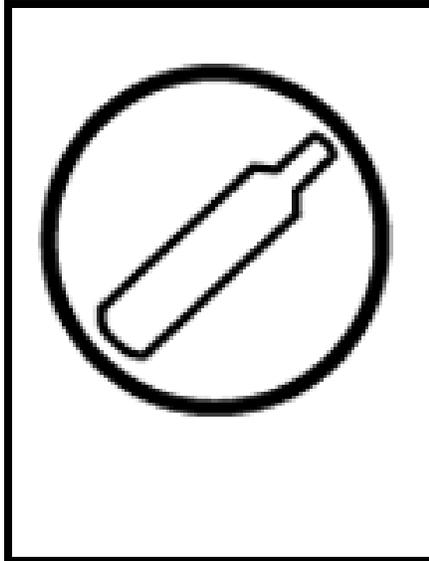
May catch fire when exposed to heat, spark or flame. May burst into flames.



Explosive

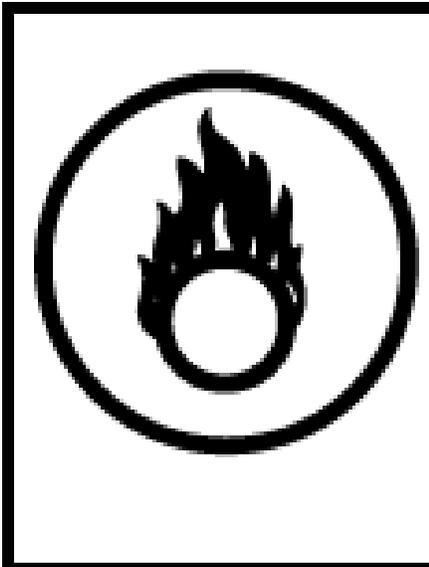
This is **not** a WHMIS symbol. It is a common symbol found on household products. The container or the products could explode if heated, compressed, or punctured.

What the Symbols Mean, cont.



Compressed Gas (WHMIS)

The gas inside is under high pressure. The cylinder may explode or burst when heated, dropped or damaged.



Oxidizing Material (WHMIS)

The contents may cause fire or explosion when in contact with wood, fuels or other combustible material.

Care must be taken when cleaning in areas that these products are stored or used.

What the Symbols Mean, cont.



Poisonous and Infectious Material: Biohazardous infectious materials (WHMIS)

May cause disease or serious illness.
Drastic exposures may result in death.

You might see this symbol in a hospital. A discarded syringe (needle) is an example. These should be handled with great care.



Dangerously Reactive Material (WHMIS)

These products may react violently causing explosion, fire or release of toxic gases, when exposed to light, heat, vibration or extreme temperatures.

These may be used in industrial and manufacturing processes. Cleaning in these areas requires special care.

Safety Precaution Signs

**AVOID
CONTACT
WITH SKIN**

**EATING OR
DRINKING IN
LUNCHROOM
ONLY**

Safety Precaution Signs, cont.



**NO
SMOKING**



**NO EATING
OR DRINKING
IN THIS AREA**

Safety Precaution Signs, cont



**WASH YOUR
HANDS**



EYE BATH

Safety Precaution Signs, cont.



KEEP CLOSED

A rectangular safety sign with a thick black border. The text "KEEP CLOSED" is centered in a large, bold, black, sans-serif font.

**KEEP AWAY
FROM HEAT**

A rectangular safety sign with a thick black border. The text "KEEP AWAY FROM HEAT" is centered in a large, bold, black, sans-serif font, arranged in two lines.

Safety Precaution Signs, cont.

**USE WITH
ADEQUATE
VENTILATION**

**NO MATCHES
OR OPEN
FLAME**

Safety Precaution Signs, cont.



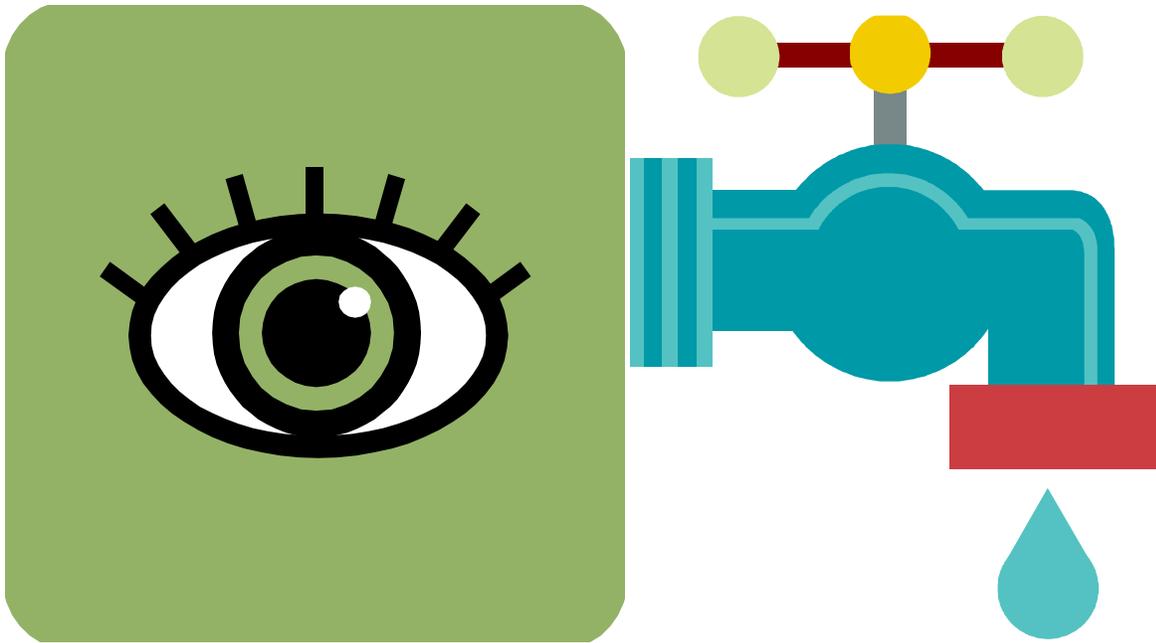
**STORE IN A
COOL PLACE**

A rectangular safety sign with a thick black border. The text is centered and written in a large, bold, black, sans-serif font.

KEEP OUT

A rectangular safety sign with a thick black border. The text is centered and written in a large, bold, black, sans-serif font.

Eye Wash Station



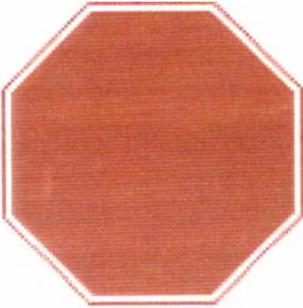
No Mixing

Make sure you know what chemicals you are working with and how to work with them safely.

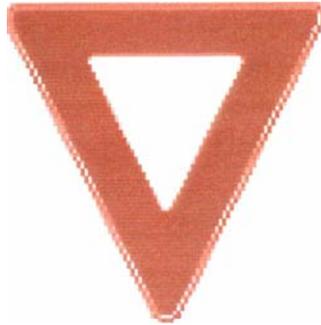


DO NOT MIX CLEANERS.

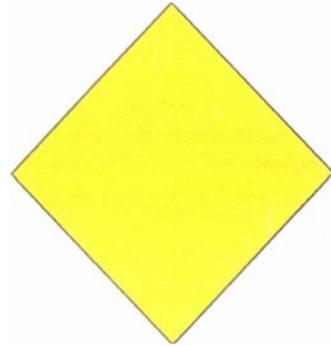
Shapes of Symbols



Danger



Warning



Caution

What do the shapes and words mean?

• Which is most dangerous? _____

• Which is least dangerous? _____

Wear It For Safety's Sake

Protective equipment is sometimes necessary when working with hazardous materials. The WHMIS label on the container will say what protective equipment should be worn.

Sometimes there is a workplace label or sign that uses pictures of the special equipment.

Match the picture with the words that mean the same thing.



Safety glasses



Gloves



Dust mask



Apron



Boots



Face Shield

Know Your Body

Label the diagram with the following words:

Hands

Eyes

Mouth

Nose

Body

Feet



This Is Dangerous

Match the symbol with the meaning:



Flammable

Explosive

Corrosive (WHMIS)

Toxic

Corrosive (Household)

Compressed Air

Poisonous

It Could Hurt Me

Copy the name of the risk beside the danger it has.

Compressed Gas, Corrosive, Explosive, Flammable, Poisonous, Toxic.

Just a little can make you very sick or kill you right away.

The gas inside is under high pressure. The cylinder may explode or burst when heated, dropped or damaged.

The container or the products could explode if heated, compressed, or punctured.

This product can cause burns to eyes, skin or respiratory system.

May cause irritation. Many exposures may cause cancer, birth defects, or other permanent damage.

May catch fire when exposed to heat, spark or flame. May burst into flames.

DEMONSTRATION INSTRUCTOR PAGE

Hazard Symbols

ESSENTIAL SKILLS

- Document Use 1
- Oral Communication 2
- Thinking Skills
 - Problem Solving 1
 - Decision Making 1
 - Significant Use of Memory

DEMO DESCRIPTION

The student will be shown the WHMIS and household hazardous product symbols shown on cleaning products and will have to identify the symbol and tell what it means. The student will tell what protective equipment might be needed if working with a product displaying each symbol. Scenarios will be given and the student must decide on a course of action for each. The student will assess his/her own performance and understanding.

INSTRUCTOR NOTES

- Make flash cards with symbols: poison, corrosive (2), flammable, explosive. (included in TASK 1)

With student

- Show each flash card to the student. Ask what it means. Ask what protective equipment might be needed if they were asked to use this product when cleaning.
- Read each scenario aloud to the student. Ask him / her to tell you what would be a good thing to do.
- Provide *what I Have Learned and Skills Practised* to help student link the demonstration tasks to the Essential Skills

ACHIEVEMENT INDICATORS

- Identified each symbol correctly
 - Explained the meaning of the symbol (eg: What does corrosive mean; what could this product do to harm the worker)
 - Knew the protective equipment needed for handling products displaying the given symbols
 - Knew what to do in various scenarios.
 - Assessed own performance
-

Hazard Symbols

TASK 1

Read aloud to the student:

You have been hired by a company as a janitor. You have been trained to recognize hazard symbols on product labels. Before you begin your job, your supervisor needs to know that you can recognize the symbols and that you understand what they mean.

Look at each symbol given to you by your instructor.

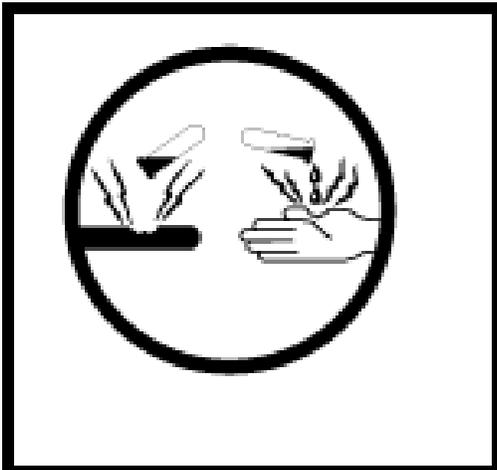
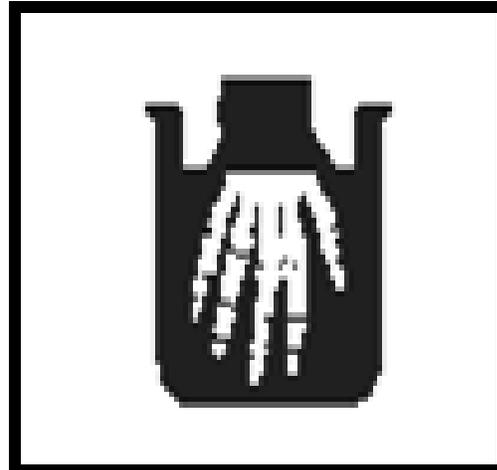
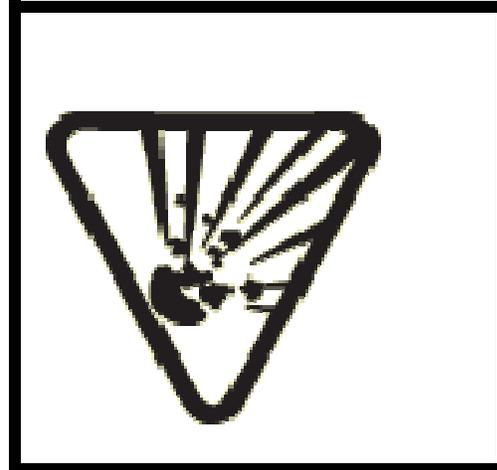
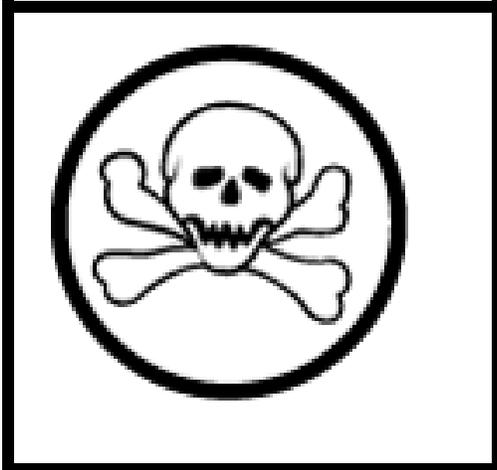
Tell your instructor what it means.

Tell your instructor how this product could hurt you.

Tell your instructor what you must do to keep yourself safe if you are using a product with this symbol on the label. (What equipment should you wear?)

Hazard Symbols

TASK 1 cont.



Hazard Symbols

TASK 2

Read each scenario aloud to the student.

1. You have been asked to mop a floor using a cleaner you have not used before. There is no label on the cleaner. What should you do?
2. The label on the cleaner shows the corrosive symbol. You do not have a pair of gloves to use while you are cleaning with it. What should you do?
3. There has been a spill of some cleaner on the floor. You do not know what the cleaner is, but it is making you sneeze and your eyes are watering. You don't feel safe. What should you do?
4. A co-worker is smoking beside a sign which says "Flammable". What should you do?

There is a container with the "Poison" symbol on the label. The container is sitting on the table where you eat lunch. What should you do?

Hazard Symbols

TASK 3

I Can

I CAN	DATE
I know the symbols for <ul style="list-style-type: none"> • Poisonous • Corrosive • Flammable • Explosive 	
I know the protective equipment symbols.	
I know when to use the protective equipment.	
I know how to ask for help when needed.	
I can read the safety signs in my workplace.	
I know what a WHMIS label looks like.	
I know what my employer should do to keep me safe.	

DEMONSTRATION ASSESSMENT

Hazard Symbols

Student: _____

Instructor: _____

Date: _____

Total Time for Demonstration: _____

Help Given? Yes No
Details: _____

Accommodations?: Yes No
Details: _____

ESSENTIAL SKILLS:

- **Document Use 1**
- **Oral Communication 2**
- **Thinking Skills**
 - Problem Solving 1
 - Decision Making 1
 - Significant Use of Memory

ACHIEVEMENT INDICATORS	BEGINNING	DEVELOPING	ACCOMPLISHED
• Identified each symbol correctly			
• Explained the meaning of the symbol (eg: What does corrosive mean; what could this product do to harm the worker)			
• Knew the protective equipment needed for handling products displaying the given symbols			
• Knew what to do in various scenarios.			
• Assessed own performance			

ADDITIONAL COMMENTS

Understanding Signs

Understanding Signs

This unit is an introduction to sign recognition in the workplace or classroom. The students should be encouraged to read signs around them as they travel to and from work, or as they go about their everyday business.

PREREQUISITE OR ADDITIONAL SKILLS NOT TAUGHT IN THIS UNIT

- Understanding of letter / sound relationships
- Some sight vocabulary
- Ability to examine pictures and relate what might be happening in them

OBJECTIVES

Students will

- Identify colours in signs and communicate what these might mean
- Use picture clues and location clues to determine the meaning of signs
- Learn key warning signs
- Design signs
- Place signs in appropriate locations

MATERIALS

- Blank cards to use for vocabulary, etc.
- Laminating facilities
- Set of sign cards, collected by the instructor, to augment those in this manual
- Coloured paper and card stock
- Pens, markers
- Camera (digital is easy and quick to use in classroom, provided computer access and required connecting cable)
- Computer with Internet access

VOCABULARY

- Authorized
- Avoid
- Black
- Blue
- Caution
- Closed
- Contact
- Danger
- Emergency
- Entrance
- Exit
- Fire
- First Aid
- Keep Out
- Men
- No Admittance
- No Entry
- No Smoking
- Only
- Open
- Out of Order
- Personnel
- Red
- Sign
- Slippery
- Warning
- Washrooms
- Wet
- Women
- Yellow

RESOURCES

- Some learning resource stores and teaching supply stores carry commercial signs in playing card packs
- www.SafetySign.com These are the official Occupational Safety and Health Administration (USA) signs: a full range of commonly used signs can be viewed.

#	Activity Description	ESSENTIAL SKILLS																
		RT	DU	W	N					OC	TS					WWO	CU	CL
					MM	SBA	MC	DA	NE		PS	DM	JTPO	SUM	FI			
1.	Red signs		1							1	1	1		*				*
2.	Yellow, blue, black & green signs	1	1							1	1	1		*				*
3.	Design a sign		1	1						1	1	1		*				*
4.	Match the sign	1	1							1	1	1		*				*
5.	Location, location, location									1	1	1		*				*
6.	Clue in	1	1	1						1	1	1		*				*
7.	Flash cards		1							2	1	1		*				*
8.	New words		1							1	1	1		*				*
9.	Take a tour	1	1	1						1	2	1		*	1	*		*
10.	In the workplace	1	1							1	1	1		*				*
D	Sign, sign, everywhere a sign	1	1	1						1	1	1		*				

LEARNING ACTIVITIES

<p>1. RED SIGNS</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Teaching Aid: <i>Shape and Colour</i>
<p>Ask students why it is important to read signs in the workplace (for own health or safety, to prevent embarrassment, for information). Explain that as a cleaner or janitor, it may be your responsibility to put up signs from time to time.</p> <p>Point out that there are many clues to help us figure out what a sign says.</p> <p>Ask students what clues might help them (pictures, colour, known words, where the sign is located).</p> <p>Point out that the shape and colour of signs is important. Use Teaching Aid: <i>Shape and Colour</i>.</p> <ul style="list-style-type: none"> • Show a "Stop" sign with no words. • Ask what the sign is. Point out that most people would probably know it was a stop sign, even if the words weren't there. • What does the colour red mean? Explain that signs that are red usually tell a person to stop doing something. There is danger ahead. • Ask students to think of all the signs that tell you to stop. (No Admittance, Keep Out, Authorized Personnel Only, Closed, Do Not Enter) <p>Point out that often a slash is used to say "No ... " Draw a circle with a slash through it on the board.</p> <p>Ask students to give examples (No Smoking, No Eating or Drinking, No Trespassing) What colour are most of these signs? (red)</p>	

<p>2. YELLOW, BLUE AND BLACK SIGNS</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials :</p> <ul style="list-style-type: none"> • Student Activity Sheet : <i>Choose the Colour</i>
<p>Ask students to think of a stoplight. What colour is the light when you want the driver to slow down and be careful. "Yellow" is often used to warn us to be careful.</p> <p>What are some of the words that warn us to be careful? Write them on the board as students volunteer suggestions. (Caution, Warning) For each word, pay particular attention to the sound at the beginning of the word. (Remind students that the colour used for danger is red; caution and warning are yellow. Road side signs use these colours.)</p> <p>Ask students what they would do if they see a danger or caution sign. (They should read further to find out what they should do or not do.)</p> <p>Look again at the stoplight. What colour means that it is safe to go ahead (green). Tell students that green is often used to show that something is permitted, or safe.</p> <p>Point out that when signs just give information (e.g. washrooms, notices, etc.), they are often blue or black.</p> <p>For practice with the colour of signs, use Student Activity Sheet: <i>Choose the Colour</i>. You may have to help students with reading some of the words.</p>	

<p>3. DESIGN A SIGN</p> <ul style="list-style-type: none"> • Document Use 1 • Writing 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Paper & markers
<p>Remind students that signs are ways of telling us something. The colour of the sign is important.</p> <p>Ask students to think of a sign that they may want to put up in their homes: for warnings or for information:</p> <ul style="list-style-type: none"> • At the top of some steep stairs. What colour would the sign be? • Beside a very hot tap. What colour would the sign be. • On a washroom door? What colour would the sign be? • Where cleaning chemicals or medicines are stored. What colour would the sign be? <p>Ask students to design a sign for use in their home. They might choose one of the above examples or make one of their own. Remind them to keep the words short and to choose a colour.</p>	

<p>4. MATCH THE SIGN</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Student Activity Sheet: <i>Sign Match</i>
<p>Collect a number of signs that are coloured and have words or pictures on them.</p> <p>Ask students what they think the signs are telling them. Use Student Activity Sheet: <i>Sign Match</i>. Read the words aloud if necessary.</p>	

<p>5. LOCATION, LOCATION, LOCATION</p> <ul style="list-style-type: none"> • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials: None</p>
<p>Ask students to think about how location will give you some idea what the sign is telling you.</p> <ul style="list-style-type: none"> • Where are stop signs found? (at corners where other streets intersect) • What would a sign sitting in the middle of a hallway likely tell you? (wet floor) • What might a sign on a door within a building tell you? (what is in that room or office) • What might a sign on a washroom tell you? (Men or Women) • What might a sign on a vending machine tell you? (out of order) • What would you expect a sign in a storage area for dangerous chemicals might tell you? (Danger; Keep Out; Authorized Personnel Only; Be careful when handling). 	

<p>6. CLUE IN</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Writing 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Student Activity Sheet: <i>Clue In</i>
<p>Suggest to students that they may be able to use the beginning letter or letters of a word to help them with signs, especially if they can combine this with other clues.</p> <p>Remind students that capital letters are often used on signs.</p> <p>Give students Student Activity Sheet: <i>Clue In</i>, where they see the beginning letters of words that are commonly found on signs. Ask if they can guess what the sign might be.</p>	

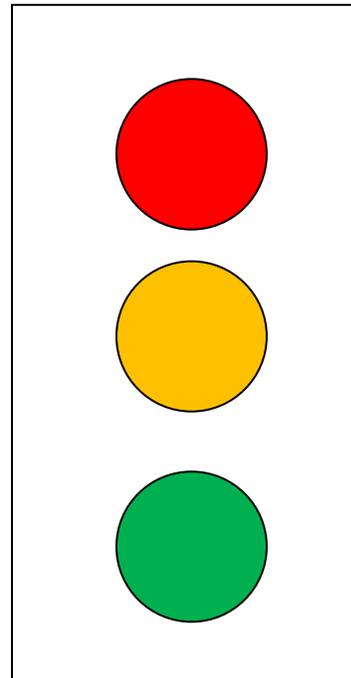
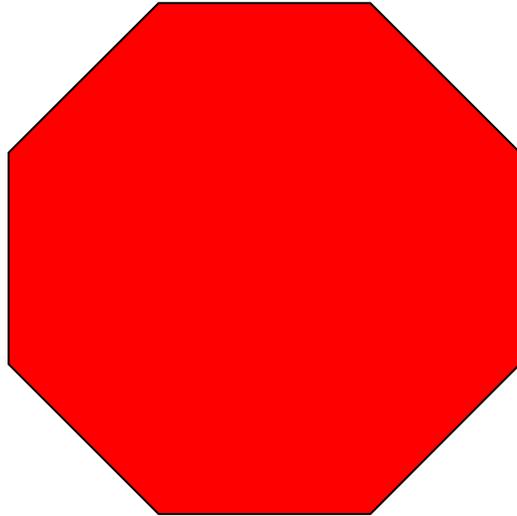
<p>7. FLASH CARDS</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Job Task Planning & Organization 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Teaching Aid: <i>Flash Card Pictures</i> • Camera • Blank flash cards or card stock • Laminating film • Prepared vocabulary cards
<p>Prepare a pack of flash cards with pictures on one side and words on the other. Use Teaching Aid: <i>Flash Card Pictures</i>, and add to this by taking pictures of signs in your own area or workplace. Write the corresponding words on the back side of the cards. Laminate the cards for multiple use.</p> <p>Point out that it is important that employees know some words by sight.</p> <p>Ask students to guess, looking at the picture side, what the word that goes with the sign might be.</p> <p>Review some of the vocabulary words that students should know. Use prepared vocabulary cards. (See Vocabulary list at the beginning of the unit.)</p> <p>For each word:</p> <ul style="list-style-type: none"> • Look at the beginning letter and sound • Sound out the word (with and without the vowel sound) if it is fairly regular • Talk about the meaning of the word, if needed. Use the picture on the back to help with meaning. • Decide if it is already in the student's sight word vocabulary or if it needs to be learned. 	

<p>8. NEW WORDS</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Prepared vocabulary cards
<p>For words that need to be learned, you might try some of the following activities:</p> <ul style="list-style-type: none"> • Match it to a word on a sign • Use it in a sentence • Look for the word among a group of signs • Review on a regular basis, using the picture on the back to help or to check if right • Combine flash cards to make a new sign (washrooms closed) • Make piles of known and unknown words (as word is learned, move it to the "known" pile) <p>Help students to find ways of remembering words that are particularly difficult for them. There may be visual clues which will help (e.g. the shape of the word) or other words that have a similar spelling or sound that they do know.</p>	

<p>9. TAKE A TOUR</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Writing 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 2 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Working With Others • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Student Activity Sheet: <i>Understanding Signs</i>
<p>Take a tour around your school or place of work and look for signs. Pay particular attention to the colour of the sign. Using all of the clues available, (pictures, colour, location, first letter or letters), figure out what each sign says.</p> <p>It would be helpful to take a camera along on your tour. You could then download or print the signs around you and post them on a bulletin board for future reference.</p> <p>Are there any places in your classroom where you could put a sign: oven, refrigerator, photocopier, cloakroom, exit, first aid kit, etc. What sign might you put on these places? (photocopier: no food or drink ; oven: caution; refrigerator: keep door closed.)</p> <p>With a partner, design a sign for an area in your classroom.</p> <p>Use Student Activity Sheet: <i>Understanding Signs</i> for further practice.</p>	

<p>10. IN THE WORKPLACE</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Student Activity Sheet: <i>What Sign Goes Where?</i> • www.SafetySign.com • Computer with Internet access
<p>Explain to students that signs will be needed in the workplace. Why? (to keep people safe; so people will know where they can and cannot go; where the washrooms are, etc.)</p> <p>You could view some workplace safety signs on the website above.</p> <p>Perhaps the students will be asked to put a sign up when they have finished a job: washing the floor. What might that sign say?</p> <p>Use Student Activity Sheet: <i>What Sign Goes Where?</i> You may read aloud the scenarios, but do not read the sign choices.</p>	

Shape and Colour



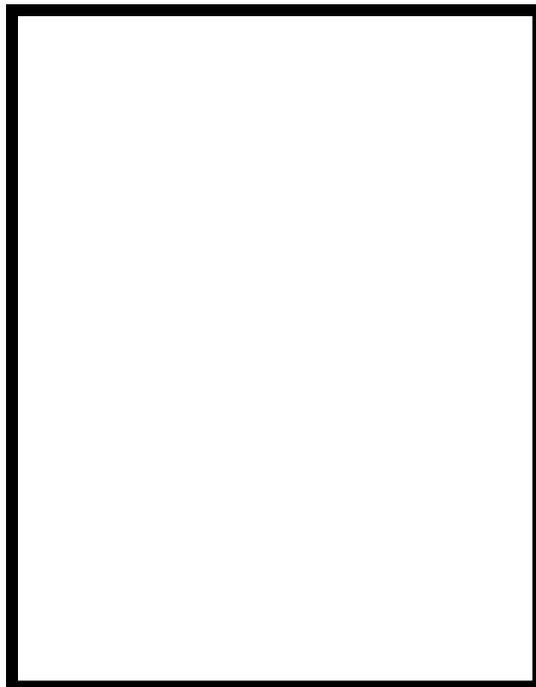
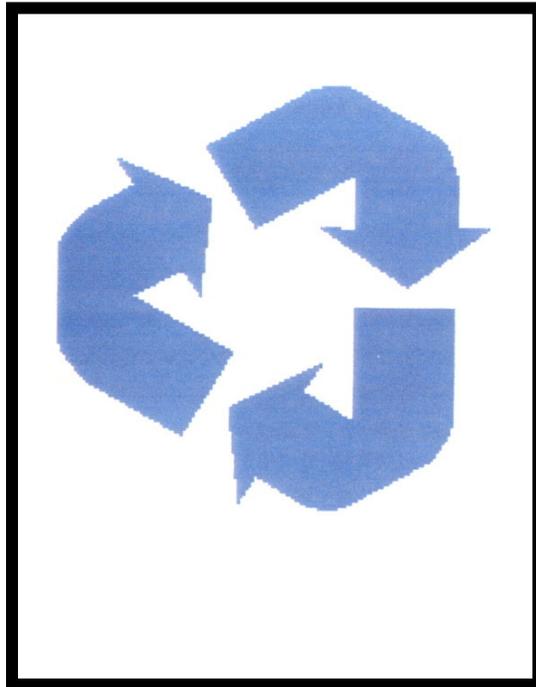
Flash Card Pictures



Flash Card Pictures cont.



Flash Card Pictures cont.



Choose the Colour

Circle the best colour for each sign:

KEEP AWAY	red	yellow	black
WET FLOOR	red	yellow	black
WASHROOMS	red	yellow	black
CAUTION	red	yellow	black
DO NOT ENTER	red	yellow	black
OPEN	red	yellow	black
OUT OF ORDER	red	yellow	black
WARNING	red	yellow	black
NO ADMITTANCE	red	yellow	black
NO SMOKING	red	yellow	black
FIRST AID	red	yellow	black
AVOID CONTACT	red	yellow	black

Sign Match

Look at each of the following signs. Match them with their meaning.

Do not touch



No food or drinks allowed.



Wash your hands



Wear Goggles



Clue In

What might each of these signs say?

1. DA _____
2. DO NOT E _____
3. EX _____
4. OUT OF O _____
5. CL _____
6. NO SM _____
7. NO AD _____
8. W _____ FL _____
9. CAU _____
10. KE _____ O _____

Understanding Signs

Tell what each sign means.



What Sign Goes Where?

Choose the sign you would put up in each situation.

1. You have just washed the floor.
 - a. WASH YOUR HANDS
 - b. WET FLOOR
 - c. OUT OF ORDER

2. The coffee machine is not working.
 - a. OUT OF ORDER
 - b. CLOSED
 - c. CAUTION

3. The store is not open.
 - a. OPEN
 - b. KEEP AWAY
 - c. CLOSED

4. A hall is roped off because of construction.
 - a. DO NOT ENTER
 - b. OUT OF ORDER
 - c. WET FLOOR

5. One of the washroom signs has fallen off the door.
 - a. AUTHORIZED PERSONNEL ONLY
 - b. WOMEN
 - c. FIRST AID

DEMONSTRATION INSTRUCTOR PAGE

Sign, Sign, Everywhere a Sign!

ESSENTIAL SKILLS

- Reading Text 1
- Document Use 1
- Writing 1
- Oral Communication 1
- Thinking Skills
 - Problem Solving 1
 - Decision Making 1
 - Significant Use of Memory

DEMO DESCRIPTION

Students will be asked to create a sign for a given scenario. They will also be shown a variety of signs and be asked to identify them and place them in the appropriate location.

INSTRUCTOR NOTES

- Photocopy and use Tasks 1 – 5.
- Provide a variety of signs for student identification.
- Provide a variety of coloured markers or crayons.
- Provide *What I Have Learned and Skills Practised* to link demonstration tasks to Essential Skills.

With student

- Remind students about the colours they should use for danger, warning, and information
- Read aloud scenarios if necessary

ACHIEVEMENT INDICATORS

- Designed appropriate signs
 - Used appropriate colour for sign
 - Identified signs – meaning and appropriate location
 - Assessed own performance
-

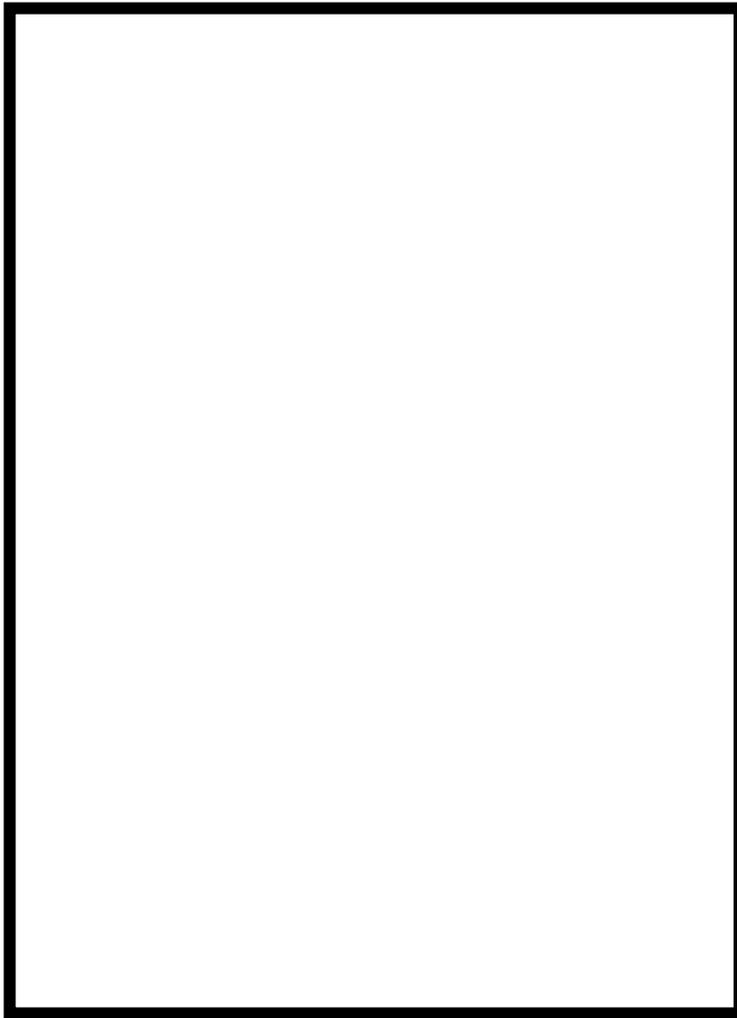
Sign, Sign, Everywhere a Sign!

TASK 1

You have just finished mopping the floor in the washroom.

You do not want any customers to fall on the wet floor.

Make a sign.



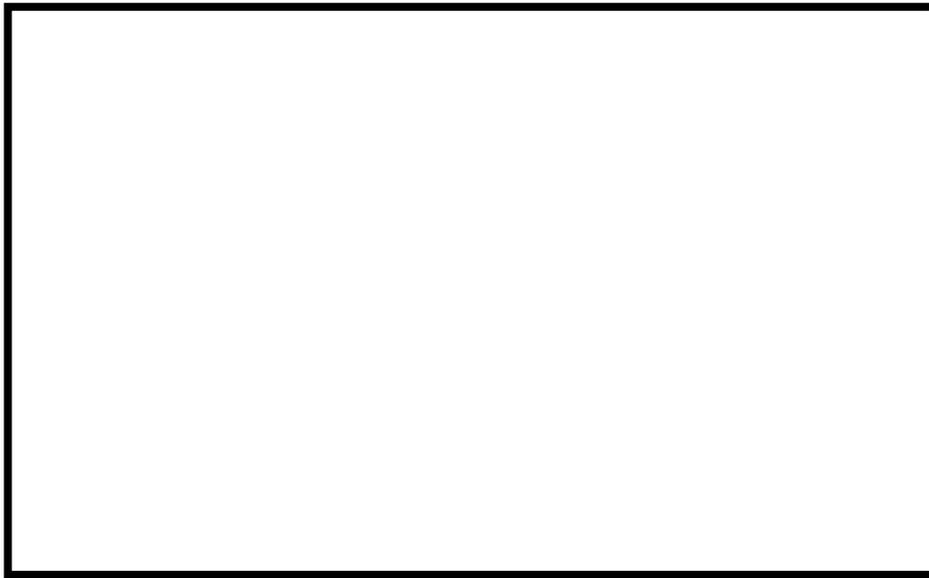
Sign, Sign, Everywhere a Sign!

TASK 2

You go to the coffee machine at break time.

The coffee machine takes your money, but gives you no coffee. It is broken.

Make a sign.



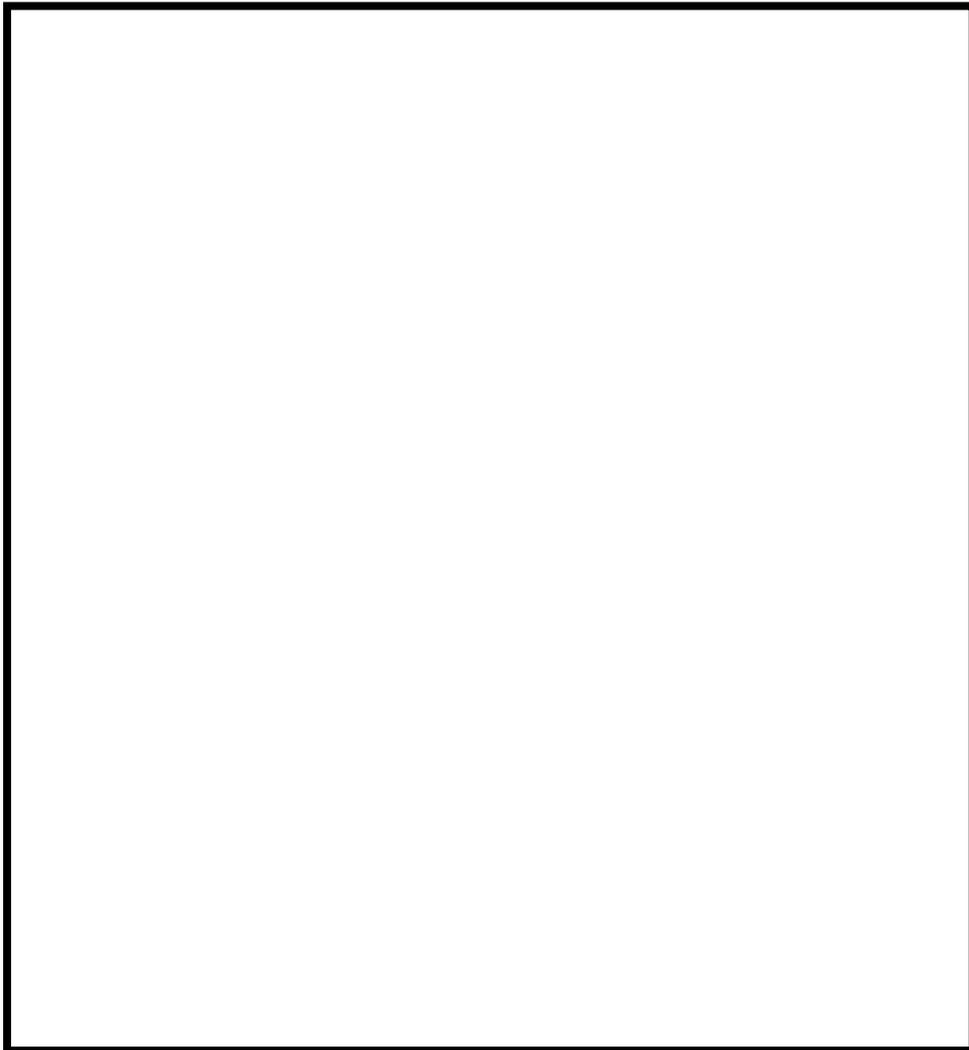
Sign, Sign, Everywhere a Sign!

TASK 3

A worker has spilled a dangerous chemical in the storeroom.

Nobody must go into the storeroom until further notice.

Make a sign.



Sign, Sign, Everywhere a Sign!

TASK 4

Your instructor will show you some signs.

For each sign

- What does it mean?

- Where would you use this sign?

Sign, Sign, Everywhere a Sign!

TASK 5

I Understand Signs

I CAN	YES / DATE
I can read the signs around me.	
I know what the colour red means on a sign.	
I know what the colour yellow means on a sign.	
I know what the colour blue or black means on a sign.	
I know what the colour green means on a sign.	
I understand why signs are needed in a workplace.	
I can make a sign.	

DEMONSTRATION ASSESSMENT

Sign, Sign, Everywhere a Sign!

Student: _____

Instructor: _____

Date: _____

Total Time for Demonstration: _____

Help Given? ____ Yes ____ No
Details: _____

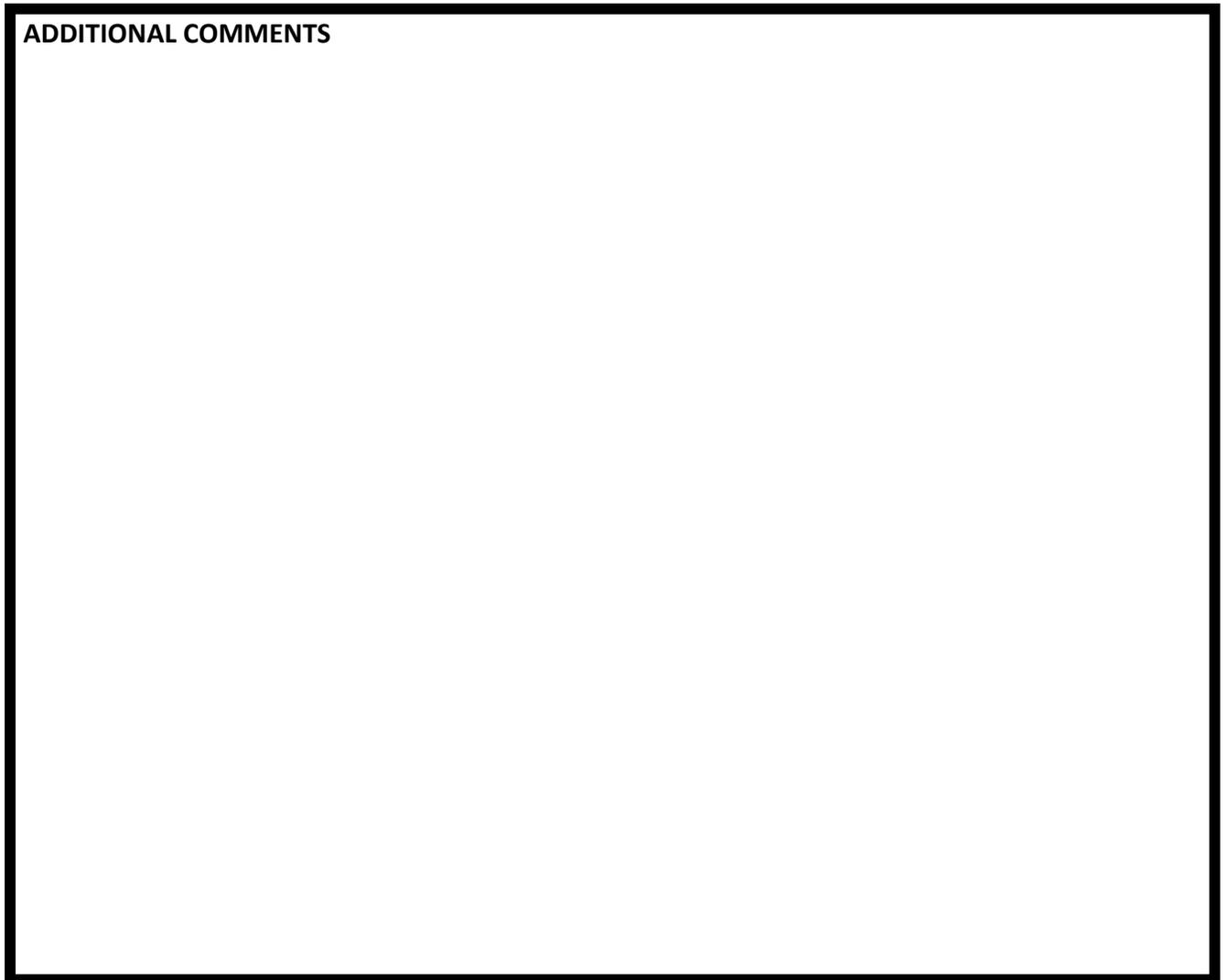
Accommodations?: ____ Yes ____ No
Details: _____

ESSENTIAL SKILLS:

- Reading Text 1
- Document Use 1
- Writing 1
- Oral Communication 1
- Thinking Skills
 - Problem Solving 1
 - Decision Making 1
 - Significant Use of Memory

ACHIEVEMENT INDICATORS	BEGINNING	DEVELOPING	ACCOMPLISHED
• Designed appropriate signs			
• Used appropriate colour for sign			
• Identified signs – meaning and appropriate location			
• Assessed own performance			

ADDITIONAL COMMENTS



Garbage: Bags & Recycling

Garbage: Bags & Recycling

In this unit, students will learn how to recognize when a garbage bag needs to be changed and how to select a bag of the right size.

Students will also learn how to deal with recyclable waste.

The best way to do the demonstration is to have the student assist the custodian. The student should remove a full bag of garbage, taking it to the disposal area, and placing a clean bag of the correct size in the can. Ideally, the student should look after several cans of varying sizes. The student should also take several blue boxes to the sorting area and sort the contents into the separate large bins. However, if this is not possible, set up the demonstration in the classroom area.

PREREQUISITE OR ADDITIONAL SKILLS NOT TAUGHT IN THIS UNIT

- Understanding of concepts same and different, small and large, usually.
- Identifies letters (capital and small) by name
- Sounds of letters
- Reads single digit numbers

OBJECTIVES

Students will

- Recognize when a garbage can or bag is full.
- Understand when to change a garbage bag, even if it is not yet full.
- Compare sizes of garbage cans and garbage bags.
- Replace a large bag in a large can and a small bag in a small can.
- Recognize the recycling symbol
- Recognize bins used for recycling
- Sort recycling garbage according to type of material
- Know what can be recycled in the local area
- Place appropriate material in correctly labeled recycling bins

MATERIALS

- Vocabulary cards for unit
- PLEASE DO NOT LITTER sign
- Garbage cans of varying sizes
- At least two different sizes garbage bags (in their standard packaging)
- One or two full bags of garbage
- Blue recycling box
- Samples of each type of recyclable material: paper, boxboard, plastic, glass, cans, etc.
- Signs for recycling bins in classroom
- Rules for garbage or recycling in your facility (there is often a posted list)

VOCABULARY

- Bag
- Blue
- Bottle / bottles
- Box
- Can
- Cans / cans
- Cardboard
- Corrugated
- Empty
- Full
- Garbage
- Glass
- Half-full
- Jar / jars
- Litter
- Newspaper
- Only
- Paper
- Recycle / recycling

RESOURCES

- An experienced janitor or custodian would be an excellent resource to talk about the handling of garbage – issues, problems, standard practices, etc.
- www.obviously.com/recycle/ This is an excellent site for learning about recycling in both Canada and USA: what can and can't be recycled.
- Brochures from your local town or municipality about recycling and / or garbage collection and sorting for the area.

		ESSENTIAL SKILLS															
#	Activity Description	RT	DU	W	N				OC	PS	DM	TS			WVO	CU	CL
					MM	SBA	MC	DA				NE	JTPO	SUM			
1.	Garbage experience								1	1	1					*	*
2.	Do not litter		1	1				1	1	1						*	*
3.	Empty/full	1	1	1				1	1	1						*	*
4.	Usually	1	1	1				1	1	1						*	*
5.	How much garbage?		1	1				1	1	1						*	*
6.	Smallest to largest							1	1	1						*	*
7.	The right size of bag	1	1					1	2	1						*	*
8.	Bags come in many sizes		1				1	2	2	1				1		*	*
9.	Take a tour & meet the custodian	1						2	2	1						*	*
10.	Changing the bags							2	2	1	1					*	*
11.	Recycling discussion							2	2	1						*	*
12.	Reduce, reuse, recycle							2	2	1						*	*
13.	Recycling vocabulary		1					1	2	1						*	*
14.	Lists of recyclables		1					1	2	1						*	*
15.	Scavenger hunt		1	1				1	2	1				*		*	*
16.	Recycling rules	1	1					2	2	1						*	*
17.	Sorting the recycling	1	1					1	1	1						*	*
18.	Another tour		1					1	1	1						*	*
D	Taking out the garbage	1	1					1	1	1	1	1	1			*	*

LEARNING ACTIVITIES

<p>1. GARBAGE EXPERIENCE</p> <ul style="list-style-type: none"> • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials: None</p>
<p>Talk with the students about garbage and their feelings about it.</p> <ul style="list-style-type: none"> • Do they like being around garbage? Why or why not? • What do they do with their garbage? • Do they ever see people leave their garbage on the ground or throw it purposefully on the ground? Is that a good idea? Why or why not? • If they see garbage, what do they do? • If you were a cleaner or a janitor, how would you feel about having to pick up other people's garbage? 	

<p>2. DO NOT LITTER</p> <ul style="list-style-type: none"> • Document Use 1 • Writing 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Vocabulary cards • "Please Don't Litter" sign • Paper, markers
<p>Show students a "Please don't litter" sign. Ask students what "litter" is.</p> <p>Explain that it means garbage that is left around. Ask where you might see this sign (on garbage cans or near garbage cans, in parks, in malls, etc.)</p> <p>If students enjoy drawing, they might design a "Do Not Litter" sign. Remind them to think of the symbol for "Do Not" (circle with slash through it).</p> <p>Ask what other sign is sometimes on garbage cans (GARBAGE). Using vocabulary flash cards, work on the words "garbage" and "litter".</p>	

<p>3. EMPTY / FULL</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Writing 1 • Numeracy <ul style="list-style-type: none"> ◦ Numerical Estimation 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Teaching Aid : <i>Empty to Full</i> • Student Activity Sheet: <i>Empty or Full</i> • Student Activity Sheet: <i>How Full is It?</i> • Student Activity Sheet: <i>Is the Garbage Bag Full?</i>
<p>Using the Teaching Aid : <i>Empty to Full</i>, explain the concepts of empty and full, and half-empty or half-full. If students need practice with this, give them Student Activity Sheet: <i>Empty or Full</i> and Student Activity Sheet: <i>How Full is It?</i>.</p> <p>Have them look at Student Activity Sheet: <i>Is the Garbage Bag Full?</i> to identify which garbage bags are full.</p> <ul style="list-style-type: none"> • Ask what would happen if more garbage were to be thrown in the full bags? (would probably spill onto the floor) • Ask what they would do if they were cleaning an office and found a full garbage can? an empty garbage can? a half-full garbage can? • What might affect their decision? (Is the garbage wet or smelly? How much garbage does the office usually make?) 	

<p>4. USUALLY</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Writing 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Student Activity Sheet: <i>Usually</i> (2 pages)
<p>Point out that when you are at home, you can just wait for the garbage can to get full and then change the garbage bag. However, if you are a janitor and only clean a certain office once a week, you may not be there when the garbage can gets full.</p> <p>It is important to try to remember how much garbage the office <i>usually</i> makes.</p> <p>Ask what "usually" means (most of the time).</p> <p>For practice with "usually", see Student Activity Sheet: <i>Usually</i>.(2 pages)</p> <ul style="list-style-type: none"> • Read the situations with the students. • Talk about possible exceptions-but that doesn't affect what "usually" happens. 	

<p>5. HOW MUCH GARBAGE?</p> <ul style="list-style-type: none"> • Document Use 1 • Writing 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Student Activity Sheet: <i>Garbage Record</i>
<p>If there is usually very little garbage when you go in to clean, would you change the garbage bag when it is half-full? (probably not) However, if most times when you go in to clean, the garbage bag is full, would you change the bag if it is only half-full this one time? Why? (because by the next week it will be more than full and overflowing)</p> <p>If students express concern about remembering how much garbage a workplace usually has, you might suggest keeping a simple record.</p> <ul style="list-style-type: none"> • See Student Activity Sheet: <i>Garbage Record</i>. Each week, they could mark down how many bags of garbage they take out and whether they were full, empty, or half-full. • You might ask students to keep a garbage record for their own room for one or two months. 	

<p>6. SMALLEST TO LARGEST</p> <ul style="list-style-type: none"> • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • A variety of garbage containers/cans in varying sizes • A variety of garbage bags in varying sizes
<p>Show the collection of garbage cans. .</p> <ul style="list-style-type: none"> • Ask which is the smallest? • Which is the largest? • Ask students to put the cans in order from smallest to largest. <p>Show the different sizes of garbage bags.</p> <ul style="list-style-type: none"> • Ask which is the smallest? • Which is the largest? • Ask students to put the bags in order from smallest to largest. 	

<p>7. THE RIGHT SIZE OF BAG?</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 2 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Student Activity Sheet: <i>The Right Size Bag for Each Can</i>
<p>Explain that it is important to find a garbage bag that fits the can.</p> <ul style="list-style-type: none"> • What happens when you put on a jacket that is too small? (your arms hang out the sleeves, it won't close) • Ask students to put a small garbage bag into a big can and see what happens (It won't fit over the edge; it doesn't hit the bottom of the can). • What will happen as soon as you put some garbage into it? (the bag will fall down into the can and the top will close) • What will happen the next time someone throws some garbage into the can? (It will sit on the outside of the bag). • What will happen when someone tries to take out the garbage bag? (The garbage will fall all over the floor). • Encourage students to predict, and then try it out with paper or cans for garbage. <p>Ask students why they wouldn't put a large bag into a small can? (Don't use up all the space and waste it).</p> <p>If students can't predict, then let them experiment to find out what will happen.</p> <p>Give Student Activity Sheet: <i>The Right Size Bag for Each Can</i> to match the garbage bags with the garbage cans.</p>	

<p>8. BAGS COME IN MANY SIZES</p> <ul style="list-style-type: none"> • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Data Analysis 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 2 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Boxes of industrial size garbage bags (green or black usually) • Boxes of household garbage can bags (white usually)
<p>Show students samples of the different garbage bags you have collected.</p> <p>Explain that one way of deciding on the size of the garbage bag needed is to look at the bag you are removing.</p> <ul style="list-style-type: none"> • See if students can match some full bags of garbage to the empty garbage bags. • Have students match the garbage bags with the garbage cans in the room. <p>Look at packages of garbage bags.</p> <ul style="list-style-type: none"> • How do they know there are garbage bags inside the package? (picture, colour, words) • Find the words "Garbage Bags". If those words are not there, what words are used to describe the product. (Kitchen Catchers, etc) • Sometimes the size is indicated on the package in cm. or in., but explain that it is easier to pull out a bag and look at the size of it. (They can do this at the workplace.) • Since they cannot open the packages in the store, have the students examine the dimensions and put the packages in order from smallest to largest. Open and check by comparing the bags themselves. Did they get the order right? 	

<p>9. TAKE A TOUR & MEET THE CUSTODIAN</p> <ul style="list-style-type: none"> • Reading Text 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 2 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Custodian if possible
<p>Take a tour around the building or school area and look for garbage cans.</p> <ul style="list-style-type: none"> • Are there some that are full and need to be changed? • Look and compare the sizes of the cans and decide for each what size garbage bag would be needed. • Notice the different types of garbage containers in different locations: office, washroom, classroom, kitchen, etc. • Is there a dumpster outside, or in the custodial area? <p>Meet the custodian. Encourage students to ask questions about garbage collection. (Plan ahead of the visit what questions you should ask. Different students could have different questions to read. OR Plan with the custodian what topics he/she should cover.)</p> <ul style="list-style-type: none"> • How many times a day or week does he/she change the garbage bags? • Where does he/she put full bags? • Is there a dumpster? How do you use it? • How does he/she protect himself/herself when looking after the garbage? • Is protective equipment like gloves required? • What if a bag is too heavy to lift safely? • Does he/she have to pick up garbage that is just littered around? • What if a bag breaks or is already torn or broken? • What if the garbage bag is leaking? • Do the cans have to be cleaned? How often? • Is sorting the garbage part of the job? • What happens if there is very large garbage that won't fit in a can? • What is challenging about collecting the garbage? • How could people make it easier for him/her? 	

<p>10. CHANGING THE BAGS</p> <ul style="list-style-type: none"> • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 2 ◦ Decision Making 1 ◦ Job Task Planning & Organization 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • www.iapa.ca/pdf/fd_2005_nov15_safe_lifting.pdf • Empty garbage can • Clean garbage bags of correct size
<p>You or the custodian should demonstrate how to change a garbage bag. Ask what the steps are in replacing the bag and disposing of the full one.</p> <p>Give students the opportunity to put a clean bag in a garbage can. If possible, have them assist the custodian with the garbage.</p> <p>Hints for replacing bags in cans:</p> <ul style="list-style-type: none"> • Putting a small plastic bag in the bottom of garbage pails may prevent having to clean sticky liquids (from pop cans that miss the bag) off of the garbage can. • Folding the garbage bag over the edge of the garbage can so that garbage can't get down between the bag and the can. • Sometimes 2 bags are put in: one stays there lining the can and the other is taken out and replaced when full. <p>Emphasize the need to be safe when handling the full bags.</p> <ul style="list-style-type: none"> • Sometimes they are very heavy. Demonstrate safe lifting techniques, such as bending from the knees, etc. Refer to the website noted. • Gloves should be worn when handling any garbage: there may be something sharp or broken, or something that would irritate the skin. • Wash hands well with soap and water after doing the garbage and before doing any other task. 	

<p>11. RECYCLING DISCUSSION</p> <ul style="list-style-type: none"> • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 2 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Teaching Aid: <i>Recycling Symbol</i> • “Blue box” for recycling • Teaching Aid: <i>Recycling Bins</i>
<p>Discuss recycling with the group.</p> <ul style="list-style-type: none"> • Ask how many of them recycle at home? at school? at work? <p>Discuss the purposes of recycling (to reduce garbage because landfill sites are rapidly becoming full).</p> <p>Show the Teaching Aid: <i>Recycling Symbol</i>. Ask students to describe the symbol.</p> <ul style="list-style-type: none"> • What does an arrow mean? • Ask students what the symbol means to them. • Any ideas why there are three arrows? <p>Show the group a "blue box" and ask what it is.</p> <ul style="list-style-type: none"> • Ask how they know it is a recycling bin. (blue, symbol). <p>Use Teaching Aid: <i>Recycling Bins</i>. Ask students to find the recycling symbol on each bin.</p> <p>Point out that blue boxes are now common both at home and in the workplace. Many workplaces will sort their recycling into different bins.</p>	

<p>12. REDUCE, REUSE, RECYCLE</p> <ul style="list-style-type: none"> • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 2 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials: None</p>
<p>Ask if they have heard of the three R's that help to cut down on garbage (reduce, reuse, recycle).</p> <p>You may want to talk a little about some of the ways to reduce garbage:</p> <ul style="list-style-type: none"> • use one paper towel instead of two, • use washable containers rather than baggies, • don't use disposable diapers-use cloth instead); <p>Then, talk about ways to reuse things rather than throwing them out.</p> <ul style="list-style-type: none"> • repair or refinish things rather than throwing them away, • hand clothing down to younger children, etc.) <p>Finally, explain how to recycle garbage that they have been unable to reduce or reuse.</p>	

<p>13. RECYCLING VOCABULARY</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 2 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Vocabulary cards • Blank cards for students • A sample of paper, cardboard (boxboard), a can, a glass bottle or jar, and a plastic bottle.
<p>Explain that one of the jobs of a janitor is to empty the blue boxes and sort the garbage.</p> <p>Point out that it is sorted by the type of material it is made out of.</p> <p>Show each vocabulary word. Display a sample of each category as the word is taught. Have students make their own set of recycling vocabulary cards.</p> <ul style="list-style-type: none"> • Look at the word "paper". Sound out the word, paying particular attention to the beginning sound. • Look at the word "cardboard". Break it into two parts and explain that it is made up of two little words: card and board. Sound out each word separately and then put them together. • Look at the word "cans". Help students to sound out. Ask what other word began with "c". Ask them to think of a way to remember which word is "cans" and which word is "cardboard". • Repeat the same process for the word "glass". Students should be able to sound out the word "glass" with help. • Finally, show them the words "plastic bottle". Look at "bottle" first. Pay particular attention to the beginning sound and the consonant sounds. See if the students can guess the word, knowing we are grouping things by the type of containers they are. Help students to sound out the word "plastic". Ask what other word on the board begins with the sound /p/? 	

<p>14. LISTS OF RECYCLABLES</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 2 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Chart paper & markers or blackboard
<p>rite the following words across the blackboard or on separate pieces of chart paper posted on the wall: paper, cardboard, cans, glass, plastic bottles.</p> <p>Ask the students to think of all the types of paper there are: newspapers, notepaper, envelopes, tissue paper, wrapping paper, brown paper, magazines, flyers, toilet paper, paper towels. Point out that not all of these products are able to be recycled (e.g. we don't recycle paper towels or toilet paper.)</p> <ul style="list-style-type: none"> • List them on the board under the word "paper" as the students think of them. • Ask them to find the word "paper" in words or phrases where it appears. <p>Where do we find cardboard? (boxes, food or drink cartons, separators within boxes, packaging for all types of products, greeting cards, etc.)</p> <ul style="list-style-type: none"> • List these under "cardboard". <p>What comes out of cans? (pop, vegetables, fruit, soup, juice, hair spray, cleaning products, etc.),</p> <ul style="list-style-type: none"> • Write their ideas under "cans" on the board. <p>What comes in glass jars or bottles? (pickles, jam, beer, wine, vinegar, mayonnaise, apple sauce, etc.)</p> <ul style="list-style-type: none"> • Write this list under the word "glass". <p>Ask students to think of things that come in plastic bottles. (water, other drinks, ketchup, honey, peanut butter, mustard, bleach, pills, etc.)</p> <ul style="list-style-type: none"> • Make a list under "plastic bottles." • Explain that plastics are all different. Point out that there are numbers on the bottom of plastic bottles and other types of plastic to group the different types. They are usually inside a recycling triangle. Give each student a variety of plastic items with different numbers or letters to check. <p>Explain that bottles are usually glass or plastic. Using a sample of each, ask students to note how they are the same (often clear, see-through) and how they are different (plastic is much lighter and softer than glass). Give students a chance to feel the differences between glass and plastic. Often plastic can be crushed; glass can only be broken.</p>	

<p>15. SCAVENGER HUNT</p> <ul style="list-style-type: none"> • Document Use 1 • Writing 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 2 ◦ Decision Making 1 ◦ Significant Use of Memory • Working With Others • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Work gloves (cotton or rubber gloves or ask custodian) • Charts from previous activity.
<p>You might decide to talk a little about each type of material in class and then ask the students to go on a scavenger hunt, either at school or at home, to find all the things that would fit under each category. They could either collect the items, or just write them as a list.</p> <ul style="list-style-type: none"> • If they are collecting, give students gloves to wear for safety. When they return have students sort the items into separate blue boxes you have placed in the room below each chart paper list (from Learning Activity 14). • Ask someone in the group to make a list (to the best of their ability) of what they find. If no one feels comfortable writing, use a staff member for writing only. • Give the teams copies of the lists made in Learning Activity 14. Have someone check off each item found, perhaps noting where it was. <p>Make it a game to see who can find the most items under each category, or divide into teams and give them a time limit (30 minutes).</p> <p>The lists from the previous activity could be used: give each team a different list and ask them to find one of each thing. This could be done over a few days, with the results displayed.</p>	

<p>16. RECYCLING RULES</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 2 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Teaching Aid: <i>Rules for Recycling</i> • List of recyclables in your area (from municipal government) • Samples of pop cans, glass jars with lids, empty tin cans with lids, cardboard box, corrugated cardboard, plastic bottles with lids, etc. • String, washing area • Markers or pencils
<p>Point out that there are some common rules about recycling products. In addition, the workplace may ask that the material for recycling be prepared in certain ways.</p> <p>See Teaching Aid: <i>Rules for Recycling</i>. Give each student a copy. Go over each rule.</p> <ul style="list-style-type: none"> • Ask students to identify the words they already know before they read each rule. • Then see if the students can guess what the rule says. • Read the rule with the students. • Ask them to demonstrate each one with the samples you have brought. (Be safe! Make sure there are no jagged or sharp edges, broken glass, etc) • You might have students draw a little picture by the rule to help them remember what it says. <p>If the workplace or the school has rules posted in the garbage room, copy them down and read them with the student as well (see sample).</p> <p>Explain that each area or municipality has its own rules for recycling. Some things can be recycled in some areas but not in others.</p> <p>Obtain a copy of the list (print or on-line) of items that are recyclable in your area. Discuss each item. Note especially which number plastics are OK to recycle in your area.</p>	

<p>17. SORTING THE RECYCLING</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Teaching Aid: <i>Separate the Recycling</i> • Student Activity Sheet: <i>Does It Belong in This Bin?</i>(2 pages) • Student Activity Sheet: <i>Which Bin?</i>
<p>Put an assortment of empty (but clean) items in the blue box.</p> <ul style="list-style-type: none"> • Ask students to find all the paper products, then all the cardboard, cans, etc. <p>Show the Teaching Aid: <i>Separate the Recycling</i>. Point out that often the bottles, cans and jars are all put into one blue box. The newspapers and paper are put into another. Explain that sometimes (especially in food courts) there are no blue boxes; instead, they may see garbage cans that ask for "Cans Only" or "Bottles Only".</p> <p>Use the Student Activity Sheets: <i>Does It Belong in This Bin?</i>(2 pages) and <i>Which Bin?</i> to practise sorting different products.</p>	

<p>18. ANOTHER TOUR</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Blue box full of assorted types of recycling • Gloves for handling garbage • Signs for different types of recycling (appropriate to your area)
<p>Go on a tour of a school or workplace or mall, and look for recycling garbage cans.</p> <ul style="list-style-type: none"> • Read all the containers and signs posted. <p>Explain that most workplaces have a janitor's room or a garbage room where the garbage from the whole building is collected and sorted and placed in the bins or containers provided. If possible, arrange a tour of the area where the garbage is sorted.</p> <p>Make up signs (Paper, Cardboard, Cans, etc.) and place them in different areas of the classroom.</p> <ul style="list-style-type: none"> • Give students gloves to wear for safety. Remind them of the dangers in a blue box: broken glass, sharp metal edges, unknown spilled liquids. • Ask students to place all items from the blue box in the appropriate "bins" or areas of the room. 	

Recycling Symbol



Recycling

Most recycling bins have a picture on them to indicate that they are recycling bins. Often the bins are blue.

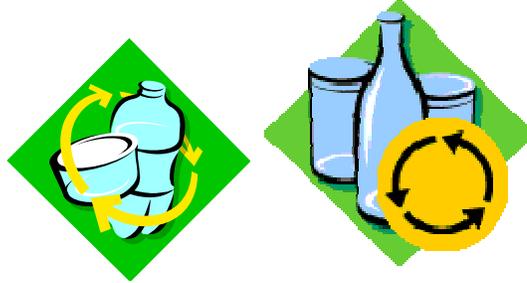


Rules for Recycling

1. Put newspapers into a plastic bag.
2. Take caps and lids off bottles and jars.
3. Empty, clean and rinse cans, bottles and jars.
4. Put can lids in the bottom of the cans.
5. Flatten pop cans and plastic bottles.
6. Break down cardboard boxes.
7. Take plastic or paper inserts out of packages.
8. Flatten and tie corrugated cardboard together.

Separate the Recycling

Plastic bottles, cans and glass bottles or jars are usually put into one bin.



Newspapers, envelopes, and other paper are usually put into another bin.



Some places, like malls, have several recycling bins, labeled to show what goes in each.

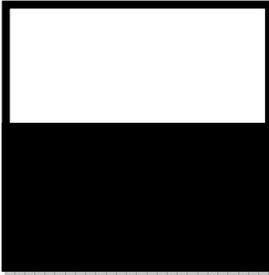


Empty or Full

Match the picture to the correct word.



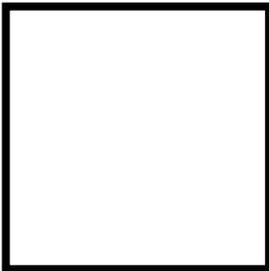
Full



Empty



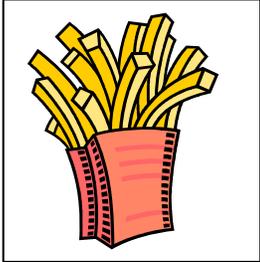
Half-full



Half-empty

How Full is It?

Circle the word that matches the picture.

<p>The wine glass?</p>		<p>Empty</p> <p>Half-full (Half-empty)</p> <p>Full</p>
<p>The glass measuring cup?</p>		<p>Empty</p> <p>Half-full (Half-empty)</p> <p>Full</p>
<p>The basket of garlic?</p>		<p>Empty</p> <p>Half-full (Half-empty)</p> <p>Full</p>
<p>This box of French fries?</p>		<p>Empty</p> <p>Half-full (Half-empty)</p> <p>Full</p>

Is the Garbage Bag Full?

Look at the garbage bag in each picture. Decide if the bag is **full**. Write **YES** or **NO** beside the picture.



Usually?

Usually means *most of the time*.

Answer the questions “Yes” or “No”.

1. Does it usually snow in July here? _____
2. Do leaves usually turn colour in the fall? _____
3. Do you usually eat when you are hungry? _____
4. Do people usually die when they are young? _____
5. Does a car usually start without a key? _____
6. Do you usually wear glasses? _____
7. Do you usually take a bus to go somewhere? _____
8. Do you usually stay up till midnight? _____
9. Do you usually use your left hand to write? _____
10. Do you usually empty the garbage at home? _____

Usually? Cont.

11. On Monday, Jim got up at 7:00 a.m.
 On Tuesday, Jim got up at 7:00 a.m.
 On Wednesday, Jim got up at 7:00 a.m.
 On Thursday, Jim got up at 7:30 a.m.
 On Friday, Jim got up at 7:00 a.m.
 On Saturday, Jim got up at 7:00 a.m.
 On Sunday, Jim got up at 9:00 a.m.

Does Jim usually get up at 7:30 a.m.? _____

Does he usually get up at 7:00 a.m.? _____

12. The next two Sundays, Jim got up at 9:00 a.m. too. Jim likes to sleep in on Sunday mornings. That is the only day he doesn't work.

Does Jim usually get up at 9:00 a.m. on Sundays? _____

Does Jim usually get up at 9:00 a.m.? _____

13. Sally kept track of how many bags of garbage she put out each week.

Week 1: 2 bags Week 4: 2 bags

Week 2: 2 bags Week 5: 1 bag

Week 3: 3 bags Week 6: 2 bags

Does Sally usually have 3 bags of garbage? _____

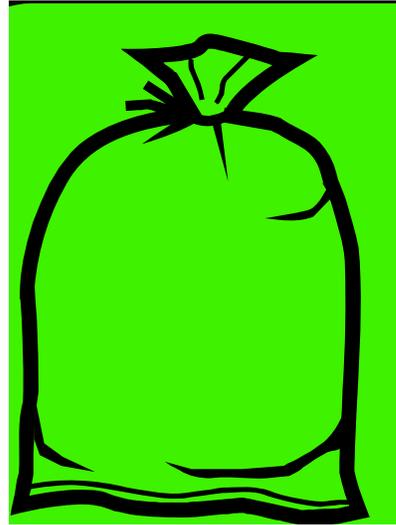
How many bags of garbage does Sally usually have?

Garbage Record

Week	Number of bags	Empty	½ Full	Full
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

The Right Size Bag for Each Can

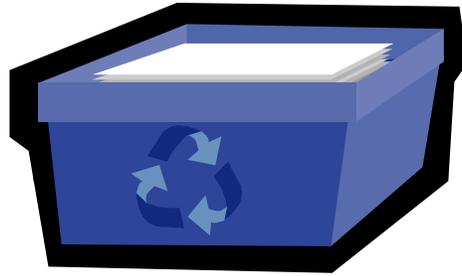
Match the bag with the can that it will fit best.



Does It Belong in This Bin?

Which of the following materials would go in this recycling bin?

Circle the items that you would put in for recycling.



Does It Belong in This Bin? Cont.

Check which items would go into a **PAPER** recycling bin.

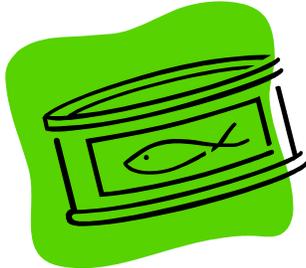
- Coffee can
- Envelope from a letter
- Plastic milk container
- Empty pop can
- Newspaper
- Flyer from the mailbox

Check which items would go into a **PLASTIC AND GLASS** recycling bin.

- Cardboard milk carton
- Empty water bottle
- Newspaper
- Old phone book
- Empty pickle jar
- Empty plastic juice jug

Which Bin?

Draw a line from the item to the side of the bin that you should put it in.



DEMONSTRATION INSTRUCTOR PAGE

Taking Out the Garbage

ESSENTIAL SKILLS

- **Reading Text 1**
 - **Document Use 1**
 - **Oral Communication 1**
 - **Numeracy**
 - Numerical
 - Estimation 1
 - **Thinking Skills**
 - Problem Solving 1
 - Decision Making 1
 - Job Task Planning & Organization 1
 - Significant Use of Memory
-

DEMO DESCRIPTION

The student will empty several garbage cans, removing full bags and replacing them with clean bags of the appropriate size. The student will also sort the recycling in a blue box, separating papers, plastics, glass and cans (as appropriate to the recycling rules in the location.) Garbage and recycling will be taken to the disposal area. Proper protective equipment (gloves) should be worn and the student should know to wash up after handling the garbage.

INSTRUCTOR NOTES

- Arrange for custodian to let student help with the garbage and sorting recycling. Go over what the student must do, and what help is and is not allowed for the demonstration, so that the custodian can complete the Demonstration Assessment. OR
- Set up at least 2 different sized garbage cans with semi-full bags, in the classroom. Provide a variety of different sized clean bags for student to choose from. Provide a blue box with a wide range of recyclable products for sorting. Include a couple of non-recyclable materials Use the sorting boxes from Learning Activity 14.
- Provide work gloves and a place to clean up after.
- Provide *What I Have Learned and Skills Practised* to link demonstration tasks with the Essential Skills.

With student

- Go over the achievement indicators so student knows what is to be assessed.
 - Read Tasks aloud if necessary.
-

ACHIEVEMENT INDICATORS

- Decided if bag is full and needs to be replaced.
 - Removed full bag and disposes of it properly.
 - Chose correct size bags for different sized garbage cans.
 - Replaced clean bag in garbage can correctly.
 - Recognized the recycling symbols and recycling triangles (on plastics)
 - Knew what can and cannot be recycled.
 - Sorted recycling.
 - Used safety practices and washes up after.
 - Assessed own performance
-

Taking Out the Garbage

TASK 1

Your job is to assist the janitor in a large building. Today you will be emptying garbage cans and putting in new bags.

What protective equipment do you need?

For each can:

- Decide if the bag is full and needs to be replaced.
- Remove full bags and tie top.
- Choose correct size replacement bag.
- Put clean bag in garbage can.
- Take full bag to disposal area.

What must you do when you are finished, before you start another job?

Taking Out the Garbage

TASK 2

Now you will be helping with the recycling.

The contents of each blue box must be sorted. The janitor or your teacher will show you where to put each type of recycling.

What protective equipment will you need? Use it.

- Show the janitor or your teacher the recycling symbol on the blue box.
- Sort the recycling into the different boxes for papers, plastics, glass and cans.
- Look for the recycling triangles on plastics to decide which can be recycled in your area.
- Get any heavy cardboard ready for recycling.
- Throw away anything that does not belong in the blue box, because it cannot be recycled in your area.
- Take the recycling to the large containers outside if possible.

What will you do when you are finished, before you begin another job? Do it.

Taking Out the Garbage

TASK 3

I CAN DO THE GARBAGE

I CAN	YES / DATE
I can tell if a garbage bag is full.	
I can remove the full bag safely.	
I can choose the right size bag for a garbage can.	
I can put a clean bag in a garbage can properly.	
I can recognize the recycling symbol.	
I can sort recycling: paper, plastic, glass and cans.	
I can look for the recycling triangle on plastics.	
I know what can be recycled in my area.	
I wore work gloves when handling garbage	
I washed up after doing the garbage.	

DEMONSTRATION ASSESSMENT

Taking Out the Garbage

Student: _____

Instructor: _____

Date: _____

Total Time for Demonstration: _____

Help Given? ____ Yes ____ No
Details: _____

Accommodations?: ____ Yes ____ No
Details: _____

- ESSENTIAL SKILLS:**
- **Reading Text 1**
 - **Document Use 1**
 - **Numeracy**
 - Numerical Estimation 1
 - **Oral Communication 1**
 - **Thinking Skills**
 - Problem Solving 1
 - Decision Making 1
 - Job Task Planning & Organization 1
 - Significant Use of Memory

ACHIEVEMENT INDICATORS	BEGINNING	DEVELOPING	ACCOMPLISHED
• Decided if bag is full and needs to be replaced.			
• Removed full bag and disposes of it properly.			
• Chose correct size bags for different sized garbage cans.			
• Replace clean bag in garbage can correctly			
• Recognize the recycling symbol and recycling triangles (on plastics)			
• Knew what can and cannot be recycled.			
• Sorted recycling.			
• Used safety practices and washes up after.			
• Assessed own performance			

ADDITIONAL COMMENTS

Floors, Tables and Windows

Floors, Tables, and Windows

In this unit, students will learn how to clean surfaces: especially floors, tables, and windows. They will learn how to mop a floor using a given pattern to ensure complete coverage. This pattern is transferrable to sweeping, vacuuming, wiping tables, etc. Safety issues and equipment use will be discussed as they relate to this task.

PREREQUISITE OR ADDITIONAL SKILLS NOT TAUGHT IN THIS UNIT

- Identification of letters and sounds
- Understanding of vocabulary related to “cleaning” tasks
- Some sight vocabulary
- Concepts of full, empty, and half-full
- Counting to 20; ability to resume count, if interrupted, from last number
- Ability to follow a sequence of instructions

OBJECTIVES

Students will

- Develop a sight vocabulary of “cleaning” words
- Dust a table
- Wash down a table or counter
- Sweep up some dirt
- Sweep a floor
- Vacuum an area
- Mop a floor following a given pattern
- Clean a window
- Understand safety rules and signs as they relate to this task
- Clean and re-store equipment used
- Assess own performance

MATERIALS

- Pail / bucket
- Mop
- Rubber gloves
- Water
- Floor cleaner
- Floor space for mopping
- Safety posters
- Storage space for equipment

- Safety sign for wet floor
- Vocabulary cards: make these using the list below and any other words necessary
- Laminated “Step” cards: Photocopy the 10 Steps and the Clean Up Teaching Aids, then laminate for posting in room.
- Photocopied and laminated Teaching Aids – as posters.
- Computer with Internet access

VOCABULARY

- Broom
- Brush
- Bucket
- Cleaner / cleaners
- Cloth
- Cold
- Counter
- Damp
- Dry
- Dust
- Dustpan
- Equipment
- Flip
- Floor
- Gloves
- Hot
- Mop
- Pail
- Pattern
- Repeat
- Rinse
- Rubber Safely
- Safety
- Scrub
- Scrubber
- Soap
- Squeegee
- Squirt / squirts
- Store
- Sweep
- Table
- Vacuum
- Vacuum cleaner
- Water
- Wet
- Window
- Wipe
- Wring

RESOURCES

- The caretakers / janitors / custodians at your location will be a valuable resource for this unit. They will probably have the equipment needed, and might be willing to demonstrate the procedures used in your particular site. You might be able to use them as mentors; they may be able to provide job experience or at least an opportunity to do the demonstration.
- The Internet: Use a search engine and enter “How to ...”

#	Activity Description	ESSENTIAL SKILLS																	
		RT	DU	W	N					OC	TS					WWO	CU	CL	
					MM	SBA	MC	DA	NE		PS	DM	JTPO	SUM	FI				
1.	Cleaning experience										2				*				*
2.	Dusting	1	1								2	1	1	1	*				*
3.	Washing counters and tables	1	1								2	1	1	1	*				*
4.	Sweeping	1	1								2	1	1	1	*				*
5.	Vacuuming	1	1								2	1	1	1	*				*
6.	Mopping										1	2	1		*				*
7.	Patterns	1	1								1	2	1		*	1			*
8.	Vocabulary	1	1	1							1	2	1		*				*
9.	Step 1 – cold water	1	1								1	2	1		*				*
10.	Step 1 cont.	1	1					1			1	2	1		*				*
11.	Step 2 – squirt cleaner	1	1					1			1	1	1		*	1			*
12.	Steps 3 & 4 – soak & wring	1	1								1	1	1		*				*
13.	Steps 5 & 6 – flip the mop	1	1								1	1	1	1	*				*
14.	Step 7 – repeat	1	1								1	1	1		*				*
15.	Step 8 – wring & rinse	1	1								1	1	1	1	*				*
16.	Step 9 – remembering the pattern	1	1								1	1	1	1	*				*
17.	Step 10 – wet floor	1	1								1	1	1	1	*				*
18.	Clean up	1	1								1	1	1		*				*
19.	Cleaning windows		1	1							2	1	1	1	*				*
20.	Washing Windows	1	1	1							2	1	1	1	*			*	*

SAFETY																	
21.	Safety equipment	1	1							1	1	1		*			*
22.	Keep it cold	1	1							1	1	1		*			*
23.	No mixing	1	1							1	2	1		*			*
D	Clean the floor						1			1	1	1	1	*			

LEARNING ACTIVITIES

<p>1. CLEANING EXPERIENCE</p> <ul style="list-style-type: none"> • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Significant Use of Memory • Continuous Learning 	<p>Materials: None</p>
<p>Ask students what cleaning they do at home.</p> <ul style="list-style-type: none"> • Sweep the floor • Wash the floor • Dust • Wipe off the table or counter after eating, etc. <p>Ask how they do it.</p> <ul style="list-style-type: none"> • Wet or dry cloth • Mop • Vacuum, etc <p>Explain that janitors or cleaners may have to do all those things. Each workplace will have its own methods and they should ask for training before starting.</p> <p>Remind them of the WHMIS symbols and the need to wear protective clothing when doing some of these cleaning jobs</p>	

<p>2. DUSTING</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Job Task Planning & Organization 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Dusters • Access to counters or tables • Teaching Aid: <i>Tables and Counters</i>
<p>Ask students where they think they might have to wipe counters or tables.</p> <ul style="list-style-type: none"> • Restaurants or coffee shops • Service counters in a store • School desks • Hotel rooms, office waiting room tables, etc. <p>Explain that sometimes the surface just needs to be “dusted”. Ask what they think that means. What are the steps to dusting? Refer to Teaching Aid: <i>Tables and Counters</i></p> <ul style="list-style-type: none"> • Remove objects (or move to one side) • Use a slightly damp, clean cloth. (Explain that the damp cloth holds the dust better than a dry one) • Wipe from side to side, slightly overlapping the previous stroke to ensure complete dusting. • If they moved objects to the side, then move them to the clean side and dust the other area. • Replace objects neatly. <p>Demonstrate and then give students opportunity to dust a table or counter.</p>	

<p>3. WASHING COUNTERS AND TABLES</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Job Task Planning & Organization 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Bucket and water • All-purpose cleaner • Cleaning cloths • Access to counters or tables • Teaching Aid: <i>Tables and Counters</i>
<p>Now explain that after people have eaten on a table, or if something has spilled on the surface, they will have to wash the surface. How will this differ from dusting?</p> <ul style="list-style-type: none"> • Use water and cleaning solution. <p>Discuss whether they think they should wear rubber gloves to do this. (Some people are sensitive to cleaning solutions.)</p> <p>Demonstrate how to mix cleaning solution and wash a table.</p> <ul style="list-style-type: none"> • Fill a bucket half full of cold water. • Read the label of the all-purpose cleaner to see how much to add to the water. • Use a clean cloth. • Soak , then wring out the cloth. • Wash the table, making side to side strokes to cover the entire table • Scrub any spill or sticky area. • Rinse and re-wipe, getting up excess water. • Dry with clean cloth. (Explain that they may or may not be asked to dry the surface.) <p>Give students opportunity to wash counters and tables. Wringing the cloth to have enough water for washing, then again to soak up the excess water is a skill that may require several practices.</p>	

<p>4. SWEEPING</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Job Task Planning & Organization 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Broom, dustpan and brush • Area to practice • Tin of “dirt” to sweep up • Teaching Aid: <i>Sweep and Vacuum</i>
<p>Ask students if they have ever swept a floor.</p> <ul style="list-style-type: none"> • Where and when? • Why? • How? <p>Ask where they might have to sweep if they were working as a cleaner or janitor. Explain that sometimes it will be just to clean up a spill, like in a grocery aisle; other times they will be asked to sweep an entire floor.</p> <p>Show the tools needed: broom, dustpan and brush.</p> <p>Demonstrate how to sweep up a small spill. (Sprinkle the “dirt” on an area of floor.)</p> <ul style="list-style-type: none"> • Sweep dirt into a small pile • Use the dustpan and brush to get up the dirt • Dispose of the dirt in a garbage can. • Refer to Teaching Aid: <i>Sweep and Vacuum</i>. <p>Let students practise.</p> <p>Ask how they would plan to sweep a whole floor.</p> <ul style="list-style-type: none"> • Discuss how this would be similar to dusting a table: remove obstacles if possible, sweep in a pattern from one side of the room to another. • Emphasize that they should not walk over the cleaned area: work from the back corner of the room to the door they will leave by. Why? (Don’t track new dirt over clean floor.) • Explain that some objects are too big or heavy to be moved: they may need to sweep around or under these. <p>Demonstrate in the classroom area or some other area with a tiled or wooden floor.</p> <p>Give students opportunity to practise.</p>	

<p>5. VACUUMING</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Job Task Planning & Organization 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Vacuum cleaner • Pictures of vacuum cleaners • Teaching Aid: <i>Sweep and Vacuum</i>
<p>Ask students if they have ever vacuumed. What was it like? Where did they vacuum? How did they do it?</p> <p>Explain that vacuuming makes it possible to clean carpeted areas; it also is used sometimes instead of sweeping as the dirt is collected by the vacuum. There is no need for a dustpan and brush.</p> <p>Use Teaching Aid: <i>Sweep and Vacuum</i>.</p> <p>Explain that vacuums come in a variety of shapes and sizes. Some have attached canisters while others are “built in”, the hose attaching to an outlet in the wall. Most work situations, such as in hotels, offices or stores will use upright or canister vacuums. Show a variety of models as found in catalogues or on the Internet.</p> <p>Explain that, except for built-in vacuums, there will usually be a bag that has to be replaced when it is full. Because all machines are different, they would be shown how to do this for the vacuum at their own work location.</p> <p>Explain that the process of vacuuming is the same as sweeping.</p> <ul style="list-style-type: none"> • Making sure the entire floor is cleaned, • Not walking back over the cleaned area. <p>Demonstrate and let students practise.</p>	

<p>6. MOPPING</p> <ul style="list-style-type: none"> • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 2 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials: None</p>
<p>Ask students if they have ever washed a floor. Discuss the different ways they did it. (If students have not washed a floor, ask how they think they might do it.) Point out the parts of the process that are common: put soap and water into a pail, use a mop of some kind, spread the soapy water over the floor, rinse the mop, wring it out, etc.</p>	

<p>7. PATTERNS</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 2 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding information 1 • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Teaching Aids: <i>How to Mop 1</i> and <i>How to Mop 2</i> • Pail, mop, water, cleaner • Location for demonstration *** see note
<p>Explain that in the workplace there are specific ways to mop a floor. They would have to use an exact amount of cleaner, and often must follow a certain pattern when mopping. Sometimes these instructions are written down; other times they are given orally.</p> <p>Show the Teaching Aids: <i>How to Mop 1 & 2</i>.</p> <ul style="list-style-type: none"> • Ask students what they think is on these pages (instructions for mopping.) • Ask students to find the word “mop” in the title. • If they have difficulty, ask what sound mop begins with. • Teach how to sound out the word “mop”. • Ask students to find every time the word “mop” appears in the directions. <p>Read aloud the instruction sheet with the students. You will do each step in the following activities.</p> <p>Demonstrate the technique on a floor space in your building. Show the tools needed for the job: pail, mop, water, cleaner.</p> <p>Check with custodial staff first. Perhaps he/she would be willing to do the demonstration.)</p>	

<p>8. VOCABULARY</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Writing 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 2 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Vocabulary cards(prepared in advance) • Student Activity Sheet: <i>Match Me</i>
<p>Use vocabulary cards you have already prepared to teach the words needed for this section.</p> <p>Use Student Activity Sheet: <i>Match Me</i> to review the vocabulary.</p>	

<p>9. STEP 1 – COLD WATER</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 2 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Set of “Step” cards which have been laminated onto Bristol board for use throughout this unit. • Teaching Aid: <i>Step 1</i>
<p>Using Teaching Aid: <i>Step Cards</i>, break down the instructions for the students.</p> <p>Read aloud Step 1 with the students.</p> <ul style="list-style-type: none"> • Why do they think cold water should be used? <ul style="list-style-type: none"> ◦ Cold water does not create many fumes: hot water will cause more fumes. ◦ Hot water dries more quickly and gives the cleaner or disinfectant less time to work. ◦ Hot water could spoil the finish on some floors. <p>Ask students how they will know which tap is the cold water.</p> <ul style="list-style-type: none"> • Perhaps it is coloured blue on the top, or perhaps it has a “C” on the top. • If they use trial and error, remind them to be careful: if one tap is steaming, then it is very hot! • Trial and error might lead to selecting the wrong tap if it takes a while for the hot water to get to the faucet. <p>Take a trip to the kitchen, washrooms, or cleaner’s sink to see how the taps in your location are identified.</p>	

<p>10. STEP 1 CONT.</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Data Analysis 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 2 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Pail • Water • Student Activity Sheet: <i>Just Right</i>
<p>Demonstrate how to put the cold water into the pail.</p> <ul style="list-style-type: none"> • Will you fill it up to the top? • Why not? <ul style="list-style-type: none"> ◦ Water will overflow when the mop is put in, very heavy. • Will you put in just a little? • Why not? <ul style="list-style-type: none"> ◦ There will not be enough for the mop to soak up, and you will run out before the job is finished. <p>Show that it takes a bit more than half a pail to do the job. Fill the pail to an appropriate level.</p> <p>Use Student Activity Sheet: <i>Just Right</i> to reinforce the skill.</p>	

<p>11. STEP 2 – SQUIRT CLEANER</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Measurement & Calculation 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Teaching Aid: <i>Step 2</i> • Bucket with water (from previous activity) • Variety of floor cleaning products • Understanding Hazardous Product Labels) in this resource • Student Activity Sheets: <i>Clean With Me!</i> (4 pages)
<p>Read aloud Step 2 with the students. Show a variety of floor cleaning products which you have brought in.</p> <ul style="list-style-type: none"> • Ask students to locate the word “cleaner” on the labels. • Ask students to look for any warning labels or icons that might appear on the label. (Refer to the <i>Understanding Hazardous Product Labels</i>) in this resource. • Do they need to wear protective clothing if using any of these products? <p>Use Student Activity Sheets: <i>Clean With Me!</i>(4 pages). Discuss what any warning icons or labels mean that are on the product labels.</p> <p>Add 4 squirts of a chosen cleaner to the water in the bucket. Ask students to count the squirts. Ask what might happen if you were to add too much or too little. (Floor might not get cleaned properly; cleaner might cause too many bubbles in the pail, making it hard to rinse off; etc.)</p> <p>Using a basin and the cleaner, let students practise putting the exact number of “squirts” into the base. Vary the number for practice.</p>	

<p>12. STEPS 3 & 4</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Variety of mops • Bucket half full of cold water • Cloth and basin with cold water • Bucket with attached wringer, or picture on Student Activity Sheet: <i>Match Me</i>. • Teaching Aids: <i>Step 3</i> and <i>Step 4</i>
<p>Why would it be important to have a clean mop when starting the job? (clean mop + clean water = clean floor)</p> <p>Examine different mop heads.</p> <ul style="list-style-type: none"> • Show how to squeeze out or wring out extra water from each type of mop. • Using the bucket half full of plain water, let students practise squeezing out or wringing out mop heads. <p>Explain that some buckets have an attachment for wringing out mops. Show one of these if it is available in your location. If it is not available, use the picture on Student Activity Sheet: <i>Match Me</i>.</p> <p>Tell students that if a cloth is used to wash the floor (or other surface), it can be wrung out by hand, but if a cleaning product is mixed with the water, then rubber gloves should be worn. Demonstrate. Let students practise “wringing by hand.”</p> <p>Read Step 3 card together. Demonstrate.</p> <p>Read Step 4 card together. Demonstrate.</p>	

<p>13. STEPS 5 & 6 - FLIP THE MOP</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Job Task Planning & Organization 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Teaching Aids: <i>Step 5</i> and <i>Step 6</i> • Teaching Aid: <i>How to Mop 1</i> • Dry mop
<p>Read Step 5 together. Refer to Teaching Aid: <i>How to Mop 1</i>. Follow that pattern. Draw the pattern on the board as you count 1, 2, 3, 4, 5 , ...</p> <p>Have the students draw the pattern line on a piece of paper.</p> <p>Give each student the opportunity to practise the pattern using a mop. Count to 5 together as each student takes a turn.</p> <p>Read Step 6 together. Demonstrate flipping the mop. Why do they think this should be done? (Clean side of the mop will make floor cleaner and won't spread dirt around.)</p> <p>Give students practice flipping the mop.</p>	

<p>14. STEP 7 - REPEAT</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Teaching Aid: <i>Step 7</i> • Dry mop
<p>Read Step 7 together. Count together from 6 to 10. Count as each student takes a turn with the mop.</p>	

<p>15. STEP 8 - WRING AND RINSE</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Job Task Planning & Organization 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Teaching Aid: <i>Step 8</i> • Mop • Bucket with cold water • Large plastic sheet if necessary
<p>Read Step 8 together.</p> <p>Review Learning Activity 6 (wringing out the mop); then give students practice wringing and rinsing the mop head. Spills and slops can be expected so do this in an area that won't hurt getting wet, or cover the floor area with a large plastic sheet (shower curtain will do.)</p>	

<p>16. STEP 9 - REMEMBER THE PATTERN</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Job Task Planning & Organization 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Mop • Teaching Aid: <i>Step 9</i>
<p>Read Step 9 together.</p> <p>Suggest that students make up a jingle for floor mopping: for example.</p> <ul style="list-style-type: none"> • 1 2 3 4 5 THEN FLIP; • 6 7 8 9 10 NOW RINSE. <p>Allow students to practise the mopping pattern, using a dry mop. Have them repeat aloud the jingle they have chosen to use.</p> <p>Explain that each worksite might have its own pattern for mopping. If not, then this is a pattern they could use if they are not shown another way.</p>	

<p>17. STEP 10 - WET FLOOR</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Job Task Planning & Organization 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • “Wet Floor” safety sign (ask custodian) • Teaching Aid: <i>Step 10</i> • Teaching Aids: <i>How to Mop 1</i> and <i>How to Mop 2</i>
<p>Show the students a “Wet Floor” sign.</p> <ul style="list-style-type: none"> • Ask why one should be placed on a floor after it has been washed. (to alert people to the danger of slipping; to encourage people to walk around the wet area till it is dry.) <p>Read Step 10 together.</p> <p>Review Teaching Aids: <i>How to Mop 1</i> and <i>How to Mop 2</i>. Give each student a copy for their reference.</p>	

<p>18. CLEAN UP</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Bucket of water, mop, sink • Protective equipment used • Storage cupboard for cleaning materials • Teaching Aid: <i>Clean Up</i>
<p>Explain to students that equipment used must be emptied, cleaned and put away.</p> <p>Use Teaching Aid: <i>Clean Up</i>.</p> <ul style="list-style-type: none"> • Give each student a copy. • Read together. <p>Why would this be necessary? (so that the person knows where it is; so that it is put away safely and no one will trip over it; so it is ready for the next time it is needed; etc.)</p> <ul style="list-style-type: none"> • Show how to carry and empty the bucket safely. • Demonstrate how to rinse and store the mop safely. • Show where to put away any protective equipment used. • Suggest that students wash and dry their hands before going on to another task. Why might this be advisable? (Their hands might have dirt on them; they might be setting tables or doing other jobs related to food, personal hygiene, etc. Some cleaner might be on their hands and over time cause a problem. Dirt on their hands could get on the next place they go, making more mess to clean up. 	

<p>19. CLEANING WINDOWS</p> <ul style="list-style-type: none"> • Document Use 1 • Writing 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Job Task Planning & Organization 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Spray bottle of window cleaner • Paper towels • Student Activity Sheet: <i>Cleaning Windows</i>
<p>Tell students that another main cleaning job they may have to do is clean windows and doors. Where might they have to do this?</p> <ul style="list-style-type: none"> • Small retail stores • Coffee shops • For a window cleaning company <p>Explain that there is not just one right way to do this. Some people use spray window cleaners; others use a mixed solution similar to that used for other surfaces.</p> <ul style="list-style-type: none"> • The place they work may want the job done in a certain way and would train them. • Explain that for daily cleaning, using spray cleaner and paper towels is probably what they would be asked to do. <p>Ask where they think they should begin to clean the window or glass door. (Top) Why? (So drips fall to uncleaned area).</p> <p>Show students how to spray the area and clean it with the paper towel.</p> <ul style="list-style-type: none"> • Make sure they go from side to side, top to bottom, getting into all the corners and edges. • Cover the whole area, using a pattern of strokes • Do not leave streaks. • Ask what they would do if the area is very large <ul style="list-style-type: none"> ◦ They might have to do the top part, then spray the next area, etc. • Discuss what they would do if there were a lot of smudges or handprints on the glass. <ul style="list-style-type: none"> ◦ They might have to go over that area a second time. <p>Using Student Activity Sheet: <i>Cleaning Windows</i>, ask students to write the steps they should follow. You could write these on the board and ask them to copy, or they can write the steps themselves.</p> <ul style="list-style-type: none"> • Start at the top • Spray window • Wipe from side to side, top to bottom with clean paper towel. 	

<p>20. WASHING WINDOWS</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Writing 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Job Task Planning & Organization 1 ◦ Significant Use of Memory • Computer Use 2 • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • http://www.rd.com/17661/article17661.html Excellent step by step method with pictures • http://www.youtube.com/watch?v=xlOfH-iF3Xg excellent video • Squeegee and scrubber • Bucket and water • Dish soap • Poster making supplies
<p>Explain that full washing of windows is a step by step process similar to that of washing a floor. The website below has an excellent presentation. You could print the pictures and read the instructions aloud.</p> <p>http://www.rd.com/17661/article17661.html</p> <p>Demonstrate each step.</p> <ul style="list-style-type: none"> • Mix a solution of 1 teaspoon dishwashing liquid in 2 gallons of water. • Dip a scrubber or cloth in the soapy water and clean the entire window • Use just the last inch (2 cm) of the squeegee to wipe down the left side of the window. This makes a dry strip to start the side to side squeegee wipes from. • Press the squeegee against the glass beginning at the top left corner. Pull the squeegee across the window from left to right. • Wipe the squeegee on a clean cloth to remove water. • Repeat side to side strokes, overlapping slightly so that no streaks show. • Finish by wiping the edges with a clean dry cloth. <p>The video on the second website is a slightly different method.</p> <p>Practise on a window at your site if possible.</p> <p>Ask the students to make a poster to show the steps in washing windows. Make sure they include pictures of the tools needed.</p>	

SAFETY

These activities will be also taught in the *Understanding Hazardous Product Labels* section of this resource, but as they are job specific for mopping floors, some Teaching Aids have been incorporated here to reinforce skills taught in the preceding Learning Activities. The Teaching Aids should be read together and discussed. They should then be posted in the classroom / workplace as reminders.

<p>21. SAFETY EQUIPMENT</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Teaching Aid: <i>Wash It Off!</i> • Teaching Aid: <i>Eye Wash Station</i> • Teaching Aid: <i>Personal Protective Equipment</i>
<p>Ask students to think of what they should do to protect themselves from the strong cleaners they will be using. Tell them that often they will be required to wear Personal Protective Equipment.</p> <p>Use Teaching Aids: <i>Wash It Off!</i> and <i>Eye Wash Station</i></p> <ul style="list-style-type: none"> • What should you do if a cleaner gets on your skin? (Wash it off straight away with cold water and soap.) • Tell students that often there is a special place to wash their eyes if they splash cleaner or other chemicals in their eyes. Tell them that not all workplaces will use the same signs, so they need to know the words that they might need to look for. <p>Use Teaching Aid: <i>Personal Protective Equipment</i>.</p> <ul style="list-style-type: none"> • What should you do to protect yourself when mopping with cleaners? (wear rubber gloves.) • What other protective equipment might you wear to protect yourself if using toxic cleaners in other situations? (glasses, boots, apron, breathing mask) • Would you have to wear all of these when floor mopping? (Not usually. Gloves will do when handling the cleaner, or wringing out the cloth.) 	

<p>22. KEEP IT COLD</p> <ul style="list-style-type: none">• Reading Text 1• Document Use 1• Oral Communication 1• Thinking Skills<ul style="list-style-type: none">◦ Problem Solving 1◦ Decision Making 1◦ Significant Use of Memory• Continuous Learning	<p>Materials</p> <ul style="list-style-type: none">• Teaching Aid: <i>Keep it Cold</i> (2 pages)
<p>What temperature should the water be when you are mopping with a cleaner? (cold)</p> <p>Read the Teaching Aid: <i>Keep it Cold</i> together. (2 pages)</p> <ul style="list-style-type: none">• Why should you not use hot water? (More fumes are given off when mixing cleaners with hot water.) <p>Post both signs.</p>	

<p>23. NO MIXING</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 2 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Teaching Aid: <i>No Mixing 1</i> • Teaching Aid: <i>No Mixing 2.</i>
<p>Ask students if they think they should mix two different cleaners together?</p> <ul style="list-style-type: none"> • Will that make the cleaner better? (No.) • Why not? (The two cleaners combined could produce fumes that are deadly – for instance bleach + ammonia: there could be a bad reaction on the floor surface.) <p>Show the Teaching Aid: <i>No Mixing 1.</i></p> <ul style="list-style-type: none"> • Why does the circle have a line through it? (means “No”) • Why is it in red? (Danger) • Read the sign together. • Post it. <p>Show the Teaching Aid: <i>No Mixing 2.</i></p> <ul style="list-style-type: none"> • Read it together. • Why should you know what chemicals you are working with? (Keep you safer). • What if the bottle does not have a label? • What if it does not give instructions for how to use it? • What if you do not understand the instructions? (Ask your supervisor for training.) 	

Tables and Counters

DUSTING:



- Remove objects from surface
- Use a clean, slightly damp cloth
- Wipe surface from side to side, from back of the table to the front.
- Replace objects neatly

WASHING TABLES OR COUNTERS

- Clear surface
- Mix cleaning solution in bucket
- Use clean cloth
- Wet cloth, wring out,
- Wash table, from side to side, back to front
- Scrub any sticky or dirty spots
- Rinse cloth, wring out to almost dry,
- Wipe table again to get off all dirty water
- Dry table with dry cloth



Sweep and Vacuum



- Sweep dirt into a pile



- Use a dustpan and brush to pick up the dirt



- Vacuums come in different shapes and sizes



- Small hand-held vacuum

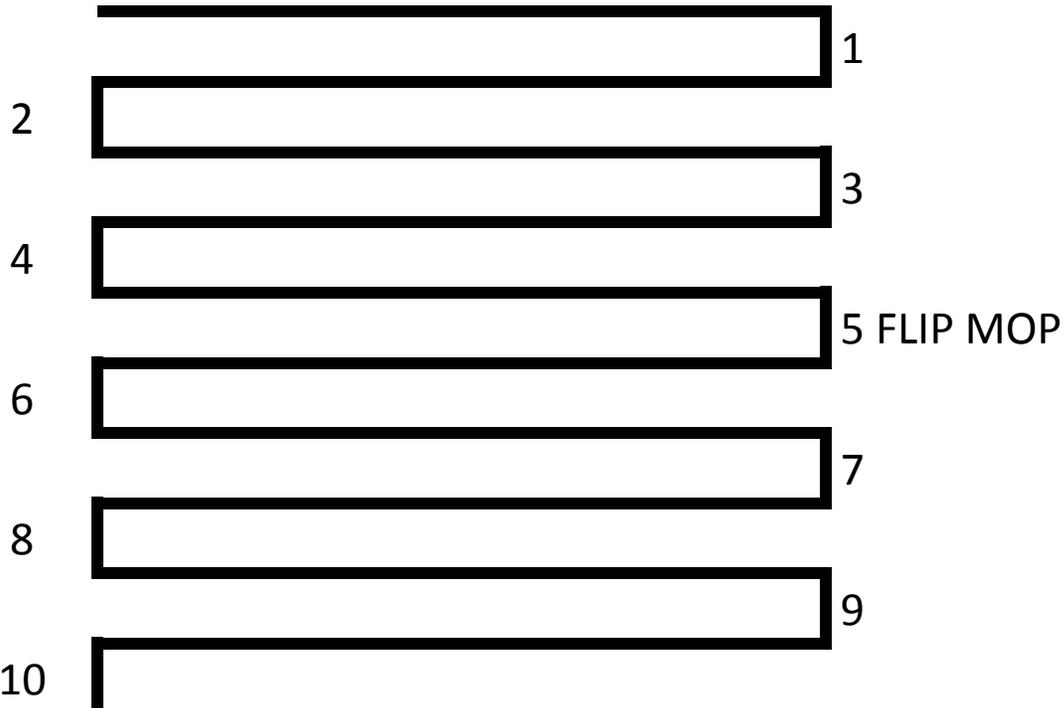


- Clean from side to side of the room.
- Move backwards, so that you do not walk on the clean floor.

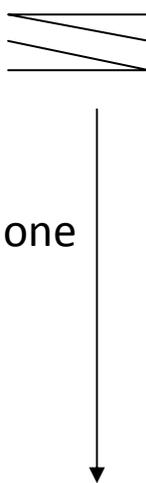
How to Mop 1

Follow this pattern:

START



RINSE AND
REPEAT

	<p>Mop back and forth, counting to 10.</p> <p>Rinse and repeat as you wash from side of the room to the other.</p> <p>Turn around and do the same in the other direction. Wash the whole floor.</p>
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How to Mop 2

1. Put cold water in the pail. DO NOT use hot water.
2. Add 4 squirts of cleaner to the pail.
3. Put mop in the soapy water.
4. Wring out extra water.
5. Follow a pattern. Count 5 strokes of the mop.
6. Flip the mop.
7. Count 5 more strokes to 10.
8. Rinse the mop and wring out extra water.
9. Repeat Steps 5 – 8 until floor is all washed.
10. Put out the WET FLOOR sign until the floor is dry.

CLEAN UP!

STEP 1

Put cold water in the pail.

DO NOT use hot water.

STEP 2

Add a squirt of cleaner to the pail.

STEP 3

Put mop in the soapy water.

STEP 4

Wring out extra water.

STEP 5

Follow a pattern.

Count 5 strokes of the mop.

STEP 6

Flip the mop.

STEP 7

Count 5 more strokes up to 10.

STEP 8

Rinse the mop.

Wring out extra water.

STEP 9

Repeat Steps 5 – 8 until floor is all washed.

STEP 10

Put out the **WET FLOOR**
sign until the floor is dry.

CLEAN UP



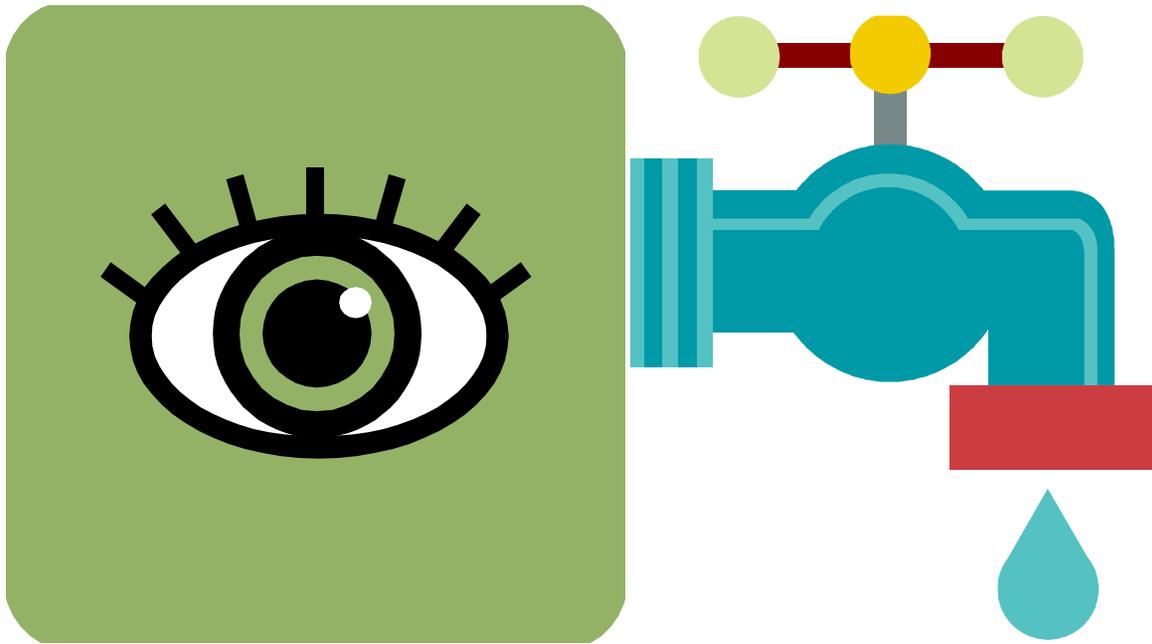
Wash It Off!

If you get some cleaners on your skin, it can cause burns, skin rashes, illness and / or poisoning.

If you do get some on your skin, WASH IT OFF RIGHT AWAY with soap and water.

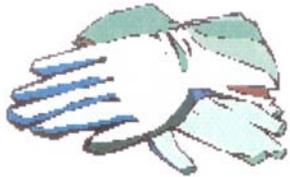


Eye Wash Station



Personal Protective Equipment

**Wear proper safety equipment:
Gloves, safety glasses, long sleeves,
boots, etc.**



**Mix cleaner with
COLD water:**

It is safer!!

Keep It Cold

*Why clean with **cold** water?*

***Hot** water puts more cleaner fumes into the air. (sometimes you can smell them.)*



The fumes could make you sick.

NO MIXING



No Mixing 2

Make sure you know what chemicals you are working with and how to work with them safely.



DO NOT MIX CLEANERS.

Match Me

Copy each word below the correct picture.

Mop

Pail

Water

Wring out

Soap



Match the opposites!

Wet

Clean

Hot

Use rinse water

Cold

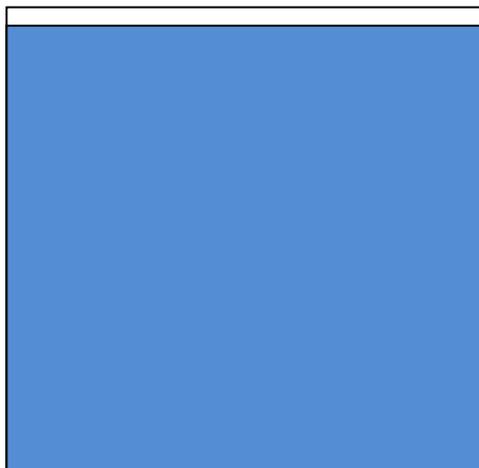
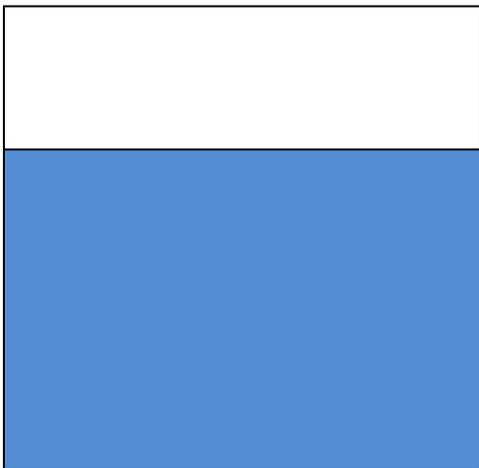
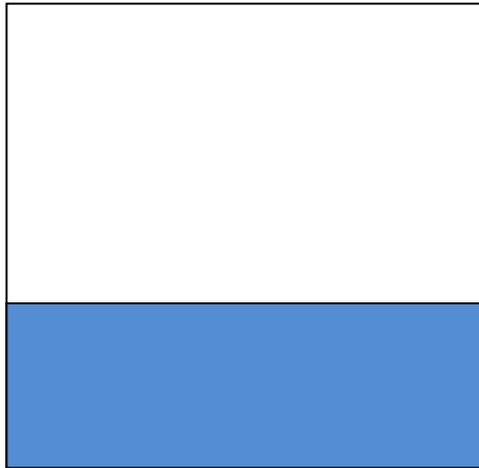
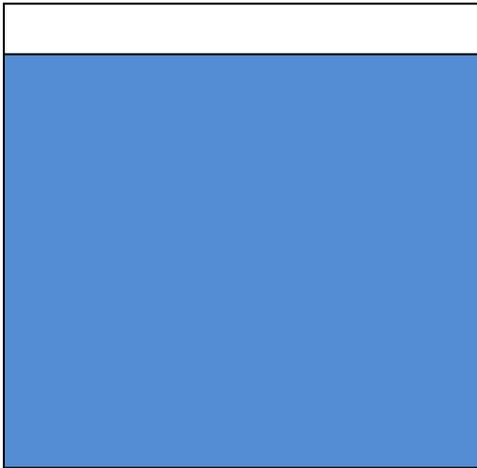
Dry

Use soapy water

Dirty

Just Right

Circle the pail that has the correct amount of water in it to begin mopping the floor.



Clean With Me 1

Circle the word CLEANER on each label.

Draw an arrow to the warning words or pictures.



Clean With Me 2

Circle the word CLEANER on each label.

Draw an arrow to the warning words or pictures.



Clean With Me 3

Circle the word CLEANER on each label.

Draw an arrow to the warning words or pictures.



Clean With Me 4

Circle the word CLEANER on each label.

Draw an arrow to the warning words or pictures.



Cleaning Windows



-
-
-

DEMONSTRATION INSTRUCTOR PAGE

Clean the Floor

ESSENTIAL SKILLS

- **Oral Communication 1**
- **Numeracy**
 - Measurement & Calculation
- **Thinking Skills**
 - Problem Solving 1
 - Decision Making 1
 - Job Task Planning & Organization 1
 - Significant Use of Memory

DEMO DESCRIPTION

The student will receive oral instructions to clean a floor. The student must assemble the equipment needed, follow the 10-step pattern learned in the Learning Activities to mop the floor, and then clean and put away the equipment used.

INSTRUCTOR NOTES

- Arrange with custodian for an area to be used for the demonstration. Either provide the student with access to where the necessary equipment is stored, or place them in an alternate location that the student can then return the equipment to rather than leaving it in the cleaned area. Perhaps the custodian will participate in the demonstration, giving the instructions, etc.
- Provide *What I Have Learned and Skills Practised* to link demonstration tasks with the Essential Skills
- Use Tasks 1 & 2.

With student

- Review the 10 steps (jingle?).
- Make sure student knows where equipment is available and where it should be returned.
- Go over the Achievement Indicators so that student is aware of what is being assessed.
- Role play (either you or custodian) the situation: tell the student to mop the floor, using 5 squirts of cleaner. (Do not read steps as student mops floor.)

ACHIEVEMENT INDICATORS

- Assembled equipment, including any protective (safety) equipment needed.
 - Filled bucket to appropriate level with correct temperature water
 - Added correct number of squirts of cleaner
 - Mopped according to established pattern. (flipped, wrung out, etc.)
 - Placed Wet Floor sign in appropriate place
 - Cleaned up and returned equipment
 - Assessed own performance.
-

Clean the Floor

TASK 1

INSTRUCTOR NOTES:

- Equipment needed: bucket, mop, cleaner, rubber gloves, access to cold water. **Wet Floor** safety sign.
- Student must be able to go get equipment and also return it after the job is complete.

TO BE READ BY INSTRUCTOR OR CUSTODIAN:

I want you to clean the floor (indicate floor to be cleaned).

The equipment is in (give location).

Use 5 squirts of cleaner for this job.

Let me know when you are finished.

Clean the Floor

TASK 2

I MOPPED THE FLOOR

I DID IT	YES / DATE
I listened to and follow instructions.	
I filled the pail just over half full of cold water.	
I counted the correct number of squirts of cleaner.	
I wore the protective equipment when needed.	
I mopped in a pattern.	
I flipped the mop.	
I wrung out the mop.	
I placed the Wet Floor sign properly when I am finished.	
I cleaned up the equipment	
I stored the equipment away safely, ready for next time.	
I washed my hands after finishing.	

DEMONSTRATION ASSESSMENT

Clean the Floor

Student: _____

Instructor: _____

Date: _____

Total Time for Demonstration: _____

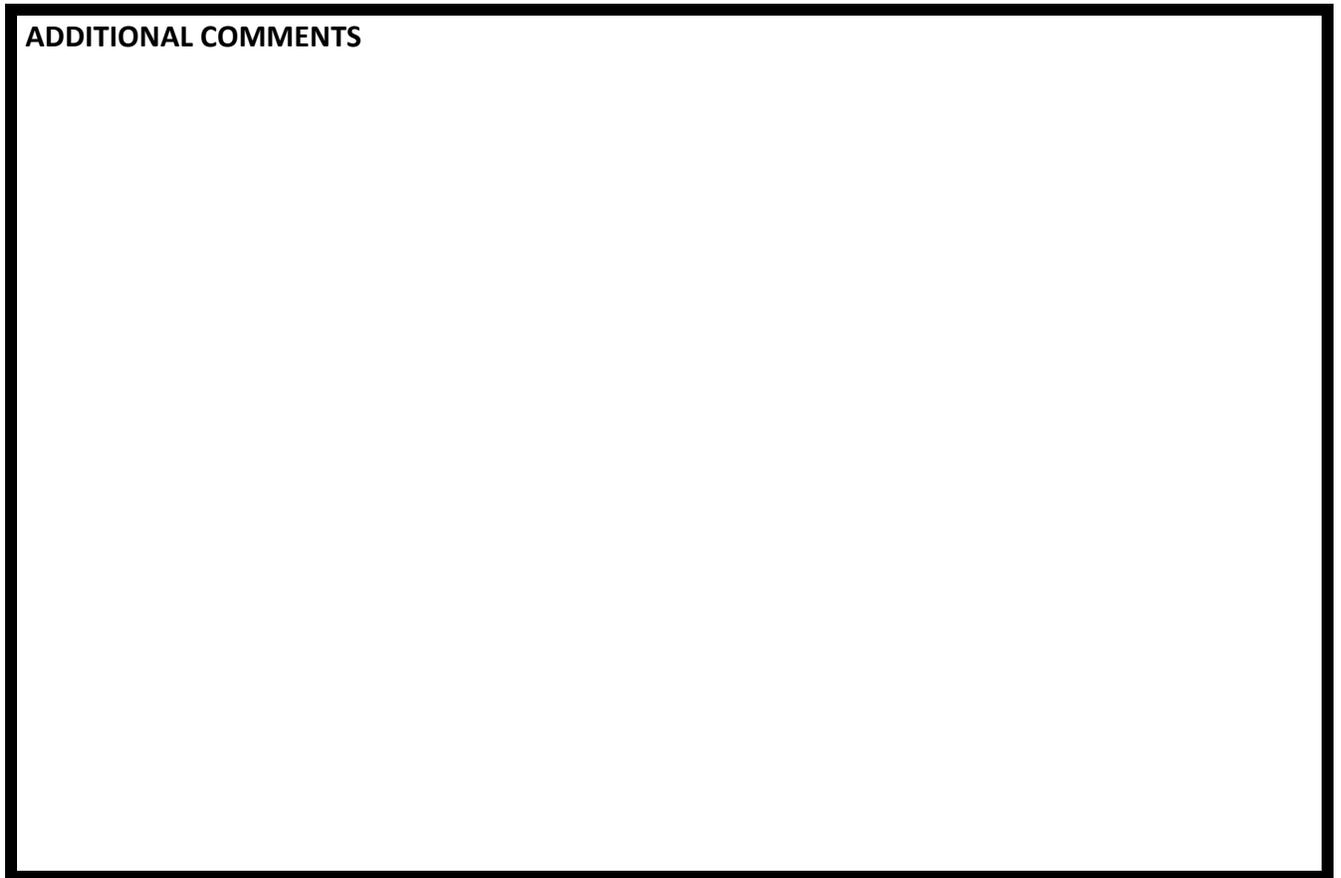
Help Given? ____ Yes ____ No
Details: _____

Accommodations?: ____ Yes ____ No
Details: _____

- ESSENTIAL SKILLS:**
- **Numeracy**
 - Measurement & Calculation 1
 - **Oral Communication 1**
 - **Thinking Skills**
 - Problem Solving 1
 - Decision Making 1
 - Job Task Planning & Organization 2
 - Significant Use of Memory

ACHIEVEMENT INDICATORS	BEGINNING	DEVELOPING	ACCOMPLISHED
• Assembled equipment, including any protective (safety) equipment needed.			
• Filled bucket to appropriate level with correct temperature water			
• Added correct number of squirts of cleaner			
• Mopped according to established pattern. (flipped, wrung out, etc.)			
• Placed Wet Floor sign in appropriate place			
• Cleaned up and returned equipment			
• Assessed own performance			

ADDITIONAL COMMENTS



Cleaning the Washroom

Cleaning the Washroom

In this unit, students will be shown one way to clean a washroom. It should be stressed that each workplace will have its own procedure to meet the health and safety standards of the site and training should be given to the employee before the task is started.

PREREQUISITE OR ADDITIONAL SKILLS NOT TAUGHT IN THIS UNIT

- Understanding of how to work safely
- Understanding of fractional amounts ($\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, full) as they relate to filling a bucket with water
- Understand how to locate key information on a product label
- How to mop a floor: see unit in this manual
- How to ask for help in a polite way

OBJECTIVES

Students will

- Mix a cleaning solution
- Wear the appropriate protective equipment
- Gather the necessary materials for cleaning a washroom
- Clean a toilet, sink and mirror
- Mop a floor and place the necessary safety sign
- Check and stock supplies in the washroom

MATERIALS

- *Understanding Hazardous Product Labels, Understanding Signs, and Floors* in this manual
- Bucket
- Mop,
- Cleaning cloths
- Sponge
- Paper towels
- Plunger
- Cleaning products: floor, toilet, glass, bleach, drain, all-purpose bathroom
- Access to water
- Access to a washroom
- Magazines or flyers that contain pictures of bathroom fixtures
- Chart paper, markers, glue, etc.

VOCABULARY

- Bar
- Base
- Bathroom / washroom / toilet / restroom
- Bowl
- Bucket
- Change table
- Cleaning products
- Closed for Cleaning
- Cloth
- Condoms
- Countertop
- Drain
- Faucet
- Feminine hygiene products
- Flush
- Garbage pail
- Gloves
- Handle
- Holder
- Liquid
- Male / female
- Men / women / ladies
- Mirror
- Mop
- Out of Order
- Overflow
- Paper towels
- Plug
- Plumber
- Plunger
- Rim
- Ring
- Safety signs
- Seat
- Sink
- Soap
- Sponge
- Stains
- Stall
- Tank
- Taps
- Toilet
- Toilet brush
- Toilet paper
- Toiletries
- Urinal
- Wet Floor

RESOURCES

- www.doityourself.com/stry/bathrooms Bathroom cleaning tips with many links to how to perform specific cleaning tasks: really good for students who like the Internet!
- www.mrsclennw.com/tips/clean-bathroom.html Deep cleaning the bathroom in a home (or seniors' residence, etc.)
- <http://housekeeping.about.com/cs/15minutecleanups/ht/15minutebathroo.htm> Great site for other links with making own cleaning products, etc.

#	Activity Description	ESSENTIAL SKILLS																
		RT	DU	W	N					OC	TS					WWO	CU	CL
					MM	SBA	MC	DA	NE		PS	DM	JTPO	SUM	FI			
1.	What's in a washroom		1							1	1	1		*				*
2.	Sinks and toilets		1	1						1	1	1		*	1	*		*
3.	Gathering cleaning materials	1	1	1						1	1	1		*	1	*		*
4.	Mixing and wringing		1							1	1	1		*	1			*
5.	Cleaning the toilet	1	1						1	1	1	1	1	*				*
6.	Cleaning the sink, countertop and mirror	1	1	1						1	1	1	1	*	1			*
7.	Refill paper products and soap									1	1	1		*				*
8.	Emptying the garbage									1	1	1		*				*
9.	Wash the floor									1	1	1	1	*				*
10.	Overflow!		1							2	1	1		*	1			*
11.	Final reminders									2								*
12.	Spotless!	1	1							1	1	1	1	*				

LEARNING ACTIVITIES

<p>1. WHAT'S IN A WASHROOM</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Chart paper & markers • <i>Understanding Signs</i> unit in this manual
<p>Explain to students that they may be asked to clean the workplace washroom as part of their janitorial duties.</p> <p>Ask if they have ever been in a public washroom in a coffee shop, mall, or another workplace.</p> <ul style="list-style-type: none"> • What fixtures (things) did they find there? (toilets and sinks) • What additional fixtures would be in their washrooms at home? (tub/shower stall) <p>Explain that public washrooms are sometimes different for men and for women.</p> <ul style="list-style-type: none"> • Ask how they will know whether it is a men's or women's washroom? (sign) <ul style="list-style-type: none"> ◦ Discuss and draw the variety of signs that they might see in public areas for washrooms: include reference to family washrooms, handicapped access, and the different ways to indicate male/female. ◦ There are some washroom signs in the <i>Understanding Signs</i> unit in this manual; you could also check the signs in your own workplace. • List all the items found in men's and women's washrooms: <ul style="list-style-type: none"> ◦ Use chart paper with 2 columns to list these. (sink, toilet, soap dispenser, mirror, faucet/taps, countertop, garbage container, toilet paper holder, stalls, etc.) ◦ Compare lists. ◦ What items are only in the men's washroom (urinal) ◦ What items are only in the women's washroom (feminine hygiene product dispenser and disposal; baby change table) 	

<p>2. SINKS AND TOILETS</p> <ul style="list-style-type: none"> • Document Use 1 • Writing 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Working With Others • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Magazines • Scissors, glue, markers, chart paper or mounting board • Prepared vocabulary cards
<p>Using the magazines you have collected, cut out pictures of toilets and sinks.</p> <ul style="list-style-type: none"> • Mount and display, or have students glue a sample of each in their notes. (Students can make the display together and attach labels) <p>Ask students if they know what each part of a toilet is called. Label each part of the pictures.</p> <ul style="list-style-type: none"> • Tank • Seat • Bowl • Rim • Base or stand • Handle / flush <p>Repeat the above process of labeling, using sinks and countertops:</p> <ul style="list-style-type: none"> • Sink / basin • Faucet / taps • Countertop • Drain • Plug • Soap dispenser (if applicable) 	

<p>3. GATHERING CLEANING MATERIALS</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Writing 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Working With Others • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Bucket & mop, sponges, cloths, paper towels • Rubber gloves • Safety signs: “Closed for Cleaning”, “Out of Order”, “Wet Floor” • Cleaning products: toilet bowl cleaner, all-purpose bathroom cleaner, all-purpose floor cleaner, glass cleaner, drain cleaner, bleach • Chart paper, glue, markers etc. for creation of display
<p>Display a variety of materials needed to clean a washroom. Include a bucket and mop, cloths, sponge, paper towels, cleaning products, gloves, and safety signs (“Closed for cleaning”, “Out of Order”, “Wet floor”).</p> <p>Explain that when cleaning public washrooms, they will need to ensure that the washroom is empty before beginning, and will need to place a sign saying that the washroom is closed for cleaning. Ask why.</p> <p>Examine the labels on the cleaning products (toilet bowl cleaner, bleach, floor or all purpose cleaner, glass cleaner, drain cleaner).</p> <ul style="list-style-type: none"> • Discuss what each product is used to clean. • Discuss any protective equipment that should be used. • Discuss hazards mentioned on the label. (ex. Do not swallow.) • Emphasize that cleaning products must not be mixed together as dangerous, or even fatal, reactions can occur. • Discuss first aid instructions. • Locate directions for use. <p>Encourage students to create a display of the product labels and the important information they have discussed above. Post the display for reference.</p> <p>Explain that many locations will have a cleaning cart to store and move the products from location to location. Discuss what will be on the cart. (The products mentioned above, plus extra supplies of paper towels, toilet paper, soap, etc.)</p>	

<p>4. MIXING AND WRINGING</p> <ul style="list-style-type: none"> • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Numerical Estimation 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Access to water • Access to washroom • Bucket • Mop, sponge, cloths • Cleaning products: toilet bowl cleaner, all-purpose or floor cleaner • Rubber gloves
<p>Demonstrate how to fill a bucket half full with water. (The product being mixed will determine the temperature of the water to be used: some materials such as bleach give off dangerous fumes especially when combined with hot water; use the label to find the information.)</p> <p>Put on rubber gloves.</p> <p>Add cleaning product to the water according to directions on the label. (Estimate rather than measure!)</p> <p>Using the sponge and the cloth, demonstrate how to wring out excess liquid.</p> <p>Using the mop, demonstrate how to wring out excess solution.</p>	

<p>5. CLEANING THE TOILET</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Numerical Estimation 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Job Task Planning & Organization 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Chart paper & markers • Toilet cleaning products • Bucket, toilet brush, sponge & cloths • Rubber gloves • Access to washroom • Student Activity Sheet: <i>Cleaning the Toilet</i>
<p>Ask students to select the products needed to clean a toilet and the cleaning tools needed. (toilet bowl cleaner, all-purpose or fixture cleaner; bucket of water, sponge, cloth, toilet brush, gloves)</p> <ul style="list-style-type: none"> • Some products are applied directly inside the toilet bowl; others must be mixed. <p>Make a chart for the wall, to list the steps needed to complete the job. Discuss each step as listed. Use Student Activity Sheet: <i>Cleaning the Toilet</i>. Ask students to add details to help them remember the steps. Pictures could also be used .</p> <ul style="list-style-type: none"> • Put on gloves • Fill bucket half-full with water. • Mix cleaning solution <ul style="list-style-type: none"> ◦ Add toilet cleaning product to the water, or apply the product directly into the bowl, following directions on the label. Leave this in the bowl while you clean the rest of the toilet. ◦ If product has been directly applied to the bowl, mix a cleaning solution for the rest of the toilet. • Clean tank and seat. <ul style="list-style-type: none"> ◦ Using a sponge or a cloth, dip into the cleaning solution and wring out. ◦ Wipe down the outside of the toilet tank, toilet handle, seat cover, and seat. • Clean rim and base. <ul style="list-style-type: none"> ◦ Rinse sponge or cloth and wring out extra solution. ◦ Lift up toilet seat. Wipe the underside of the seat, the rim and the base or stand of the toilet. • Repeat. <ul style="list-style-type: none"> ◦ Rinse sponge or cloth and wring out extra solution. ◦ Use this damp sponge or cloth to wipe over all parts again. • Clean the inside of the bowl. <ul style="list-style-type: none"> ◦ Use a toilet brush to scrub the inside of the bowl and under the rim, using the solution or product applied earlier. ◦ Flush. • Repeat the above steps to clean the urinal in the men's washroom. 	

<p>6. CLEANING THE SINK, COUNTERTOP AND MIRROR</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Writing 1 • Numeracy <ul style="list-style-type: none"> ◦ Numerical Estimation 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Job Task Planning & Organization 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Rubber gloves • Bucket, sponge, cloths, paper towels, small brush (old toothbrush) • Glass cleaner, all-purpose bathroom cleaner • Chart paper & markers • Access to washroom • Student Activity Sheet: <i>Cleaning the Sink, Countertop and Mirror</i>
<p>Ask students to collect the products and tools needed to clean sinks and countertops: cleaning product, sponge or cloth, rubber gloves, paper towels, small brush (old toothbrush). Make a chart for the wall, to list the steps needed to complete the job. Discuss each step as listed. Pictures could be added where possible. Give Student Activity Sheet: <i>Cleaning the Sink, Countertop and Mirror</i> so that students can copy the steps as you make the chart.</p> <ul style="list-style-type: none"> • Put on gloves • Fill bucket half-full with water. • Mix all-purpose cleaning solution. • Clean the sink: <ul style="list-style-type: none"> ◦ Using a sponge or a cloth, dip into the cleaning solution and wring out. ◦ Wipe down the entire sink. ◦ Wipe the faucet and taps. ◦ Wipe down the countertops. • Use the old toothbrush to clean stains: <ul style="list-style-type: none"> ◦ Dip into the cleaning solution. ◦ Scrub around the faucet and taps, and the drain inside the sink to remove stains (hard water marks, etc.) • Rinse sponge or cloth with clean water. <ul style="list-style-type: none"> ◦ Wipe all parts. • Clean mirror. <ul style="list-style-type: none"> ◦ Spray mirror with glass cleaner. ◦ Use paper towels to wipe the mirror clean. ◦ Start at the top. ◦ Use an up and down pattern or a side to side pattern to cover entire surface and to avoid streaks. ◦ Wipe away any spots of glass clean that may have got on countertop. • Polish taps with a dry paper towel. 	

<p>7. REFILL PAPER PRODUCTS AND SOAP</p> <ul style="list-style-type: none"> • Numeracy <ul style="list-style-type: none"> ◦ Numerical Estimation 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Bar soap and liquid soap • Pack of paper towels or roll of paper towels • Samples of toilet paper • Access to washroom
<p>Check to see if the toilet paper dispenser or toilet rolls are full. Check the paper towel dispenser (if there is one). Check the soap levels in the dispensers.</p> <p>Show both bar and liquid soap. Explain that in many public washrooms, liquid soap only is used. Why? (bar soap can become dirty quickly, while liquid is clean for each user.)</p> <p>Show a pack of paper towels or a paper towel roll if possible. Explain that both types may be used.</p> <p>Explain that many washrooms use hot air dryers instead of paper towels. Why? (people leave paper towels lying around; paper towels run out and need to be refilled, while hot air is always available.)</p> <p>If empty, or low, refill. On the job training will be given as each container/ holder is different.</p>	

<p>8. EMPTYING THE GARBAGE</p> <ul style="list-style-type: none"> • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • <i>Garbage</i> unit in this manual • Garbage bags to reline cans in washroom • Access to washroom
<p>Empty garbage pails in the main part of the washroom and any containers which may be in the stalls. Replace garbage bags.</p> <p>See unit on <i>Garbage</i> in this manual for further activities.</p> <p>Some sanitary disposal units may require special handling. If so, training must be given at the job.</p>	

<p>9. WASH THE FLOOR</p> <ul style="list-style-type: none"> • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Job Task Planning & Organization 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Bucket, mop • All-purpose floor cleaner • Access to water • Access to washroom or to floor that can be washed • <i>Floors</i> unit in this manual • “Slippery When Wet” or “Wet Floor” signs
<p>Explain that floor washing is the last job to be done. Discuss why. (So nothing falls on it; don’t slip on wet floor while continuing to clean other areas.)</p> <p>Ask students where they think they should start washing the floor. (Furthest point from the door.) Why? (So dirt from their feet won’t track over clean floor; so they don’t slip.)</p> <p>Remind students to remove the cart with all the cleaning supplies from the washroom before beginning to wash the floor.</p> <p>Use learning activities in <i>Floors</i> that deal with mixing floor cleaning solution and mopping a floor.</p> <p>Tell students that as they leave the washroom, they should wipe the door handles with a damp cloth from the cart, and place the “Slippery When Wet” or “Wet Floor” sign at the entrance.</p>	

<p>10. OVERFLOW!!</p> <ul style="list-style-type: none"> • Document use 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Plunger • Access to washroom • “Out of Order” sign
<p>Ask students if they have ever been in a public washroom where a toilet has backed up, failed to properly flush, or even overflow. Ask what should happen next. (Someone come to fix the problem.)</p> <p>Explain that this would be a job they would have to do.</p> <p>Show a toilet plunger. Ask if anyone has used one before. If so, ask them to describe the situation and how they used the plunger.</p> <p>Demonstrate how to use the plunger, both on the dry floor and in a toilet. Have students practise plunging a toilet.</p> <p>Discuss the other possible clean-ups that would be required: cleaning the floor, garbage removal etc. Emphasize personal safety if there is toilet material (feces) on the floor.</p> <p>Another overflow situation could occur in a sink if the drain backs up. They may need to use a drain cleaner to try to get the water moving. These products are very dangerous (corrosive / caustic) so safety should be discussed. Each product requires special handling, so finding and reading the instructions is important. Look at the drain product you have and find the key information (or check the product display made earlier.)</p> <p>Ask what they should do if the toilet or sink still did not work properly: report to supervisor so that a plumber can be called; close the washroom entirely or the affected stall or sink, placing a warning sign that the sink or toilet is out of order.</p>	

<p>11. TUBS AND SHOWERS</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Writing 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Job Task Planning & Organization 1 ◦ Significant Use of Memory • Computer Use 2 • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Computer with Internet access • Chart paper & markers
<p>Most janitorial positions won't include this task; however, janitors in hospitals, seniors' homes, etc. will.</p> <p>Ask students if they have cleaned the tub or shower at home. Ask how they did it.</p> <p>For detailed cleaning methods, students could visit the following websites: www.doityourself.com/stry/bathrooms or http://housekeeping.about.com/od/bathroom1/ht/bathtub.htm These sites are very user-friendly, so students with some computer skills will be able to use them independently. (This is where Reading Text is involved.)</p> <p>Explain that the process is similar to that of cleaning the sink and counter areas:</p> <ul style="list-style-type: none"> • Clean the walls or tub surround. <ul style="list-style-type: none"> ◦ Pay special attention to any mildew stains in the grout. Explain that many tub and tile cleaners will take care of this problem. Use a small scrub brush or old toothbrush if necessary. • Clean the tub itself. • Clean the taps. • Clean or wash shower curtains and bath mats regularly. <p>Make a chart similar to that for sinks to display.</p>	

<p>12. FINAL REMINDERS</p> <ul style="list-style-type: none"> • Oral Communication 2 • Continuous Learning 	<p>Materials: None</p>
<p>Remind students that they should receive training on the job. If they don't, what should they do? (Ask for it.)</p> <p>Practise how to ask politely for training – specific products, methods, etc.</p> <p>Students may also have to fill dispensers in public washrooms: toiletries, condoms, feminine hygiene, etc. Again, they will be shown how to do this.</p>	

Cleaning the Toilet

1. Put on gloves
2. Fill bucket half-full with water.
3. Mix cleaning solution
4. Clean tank and seat.
5. Clean rim and base.
6. Repeat.
7. Clean the inside of the bowl.
8. Repeat the above steps to clean the urinal in the men's washroom.

Cleaning Sinks, Countertops and Mirrors

1. Put on gloves
2. Fill bucket half-full with water.
3. Mix all-purpose cleaning solution.
4. Clean the sink:
 -
 -
 -
 -
5. Use the old toothbrush to clean stains:
 -
 -
6. Rinse sponge or cloth with clean water.
 -
7. Clean mirror.
 -
 -
 -
 -
 -
8. Polish taps with a dry paper towel.

DEMONSTRATION INSTRUCTOR PAGE

Spotless!

ESSENTIAL SKILLS

- **Reading Text 1**
- **Document Use 1**
- **Oral Communication 1**
- **Numeracy**
 - Numerical Estimation 1
- **Thinking Skills**
 - Problem Solving 1
 - Decision Making 1
 - Job Task Planning & Organization 1
 - Significant Use of Memory

DEMO DESCRIPTION

The student will clean a washroom, either at the class or work site, or at home. The toilet, sink, counter, taps, and mirror must be cleaned. The student will be expected to know what equipment to use and how to use it safely.

INSTRUCTOR NOTES

- Provide access to a washroom at the class location that the student could clean (at least one toilet and one sink with taps and counter.)
- Provide necessary equipment, including a selection of cleaning products from which the student must clean the appropriate ones.
- Provide extra toilet paper, paper towels and soap to fill the dispensers.

With student

- Review the items that should be cleaned in the washroom.
- Remind student about personal safety, and the safety of those who might be around while cleaning is occurring.

ACHIEVEMENT INDICATORS

- Chose appropriate cleaning tools and cleansers.
 - Mixed cleaning solution (if appropriate).
 - Practiced personal safety.
 - Knew what signs would be required.
 - Cleaned a toilet according to steps taught.
 - Cleaned the sink, taps, countertop and mirror according to steps taught.
 - Restocked toilet paper, paper towels and soap.
 - Assessed own performance
-

Spotless!

TASK 1

You have got a janitorial job in a seniors' complex. One of your jobs is to keep the guest washroom on the main floor clean and spotless. It has a toilet, sink and countertop, and a small mirror.

The floors are done by a co-worker.

- Choose the equipment you will need to clean the washroom.
- Choose what other supplies you will need to make sure it is ready for guests. Tell your instructor.

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TASK 2

I CAN CLEAN A BATHROOM

I CAN	YES / DATE
I can choose the cleaning supplies I would need to clean a bathroom.	
I can mix a cleaning solution.	
I know how to be safe while cleaning the bathroom.	
I know what signs to use if I am cleaning a bathroom.	
I can clean a toilet.	
I can clean a sink.	
I can clean a countertop.	
I can clean the taps.	
I can clean the mirror.	
I know in what order to clean the parts of the washroom.	
I can refill toilet paper and paper towel holders.	
I can refill the soap dispenser.	

DEMONSTRATION ASSESSMENT

Spotless!

Student: _____

Instructor: _____

Date: _____

Total Time for Demonstration: _____

Help Given? Yes No

Details: _____

Accommodations?: Yes No

Details: _____

- ESSENTIAL SKILLS:**
- **Reading Text 1**
 - **Document Use 1**
 - **Numeracy**
 - Numerical Estimation 1
 - **Oral Communication 1**
 - **Thinking Skills**
 - Problem Solving 1
 - Decision Making 1
 - Job Task Planning & Organization 2
 - Significant Use of Memory

ACHIEVEMENT INDICATORS	BEGINNING	DEVELOPING	ACCOMPLISHED
• Chose appropriate cleaning tools and cleansers.			
• Mixed cleaning solution (if appropriate).			
• Practiced personal safety.			
• Knew what signs would be required.			
• Cleaned a toilet according to steps taught.			
• Cleaned the sink, taps, countertop and mirror according to steps taught.			
• Restocked toilet paper, paper towels and soap.			
• Assessed own performance			

ADDITIONAL COMMENTS

