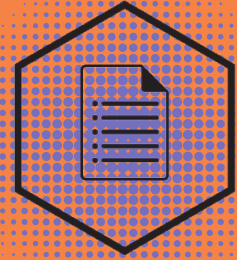


**ESSENTIAL SKILLS
WORK READY YOUTH PROGRAM**



**DOCUMENT USE
WORKBOOK!**



Acknowledgement

The Essential Skills Work Ready Youth Program – Workbook Series was developed by Skills/Compétences Canada, with support from the Government of Canada.

Acknowledgement is given to Bow Valley College who were instrumental in developing the content of the workbooks.

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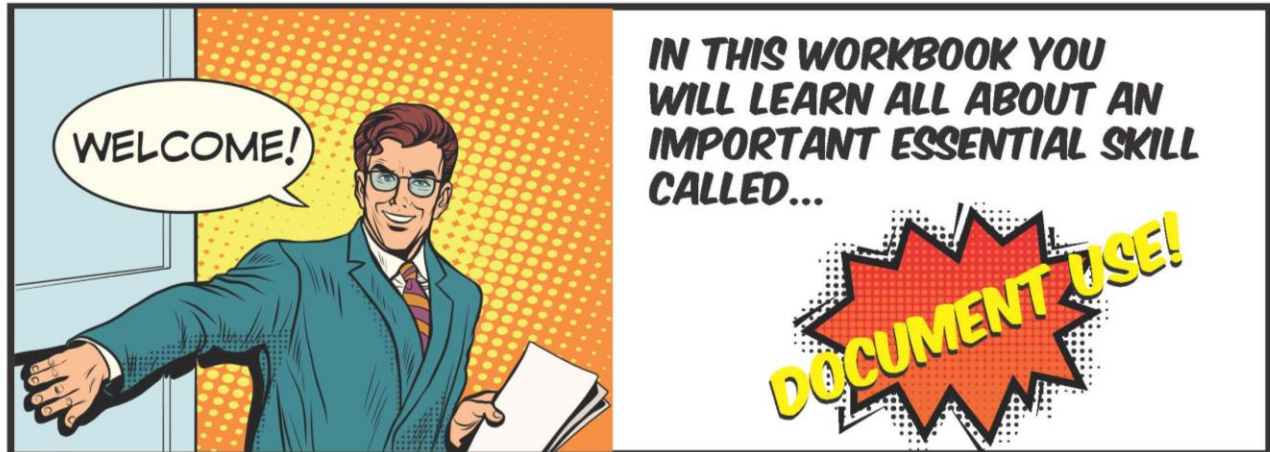
DOCUMENT USE

Use the table of contents to navigate through this workbook. Track your progress by putting a checkmark beside each topic you complete.

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WELCOME TO THE ESSENTIAL SKILLS WORK READY YOUTH PROGRAM!

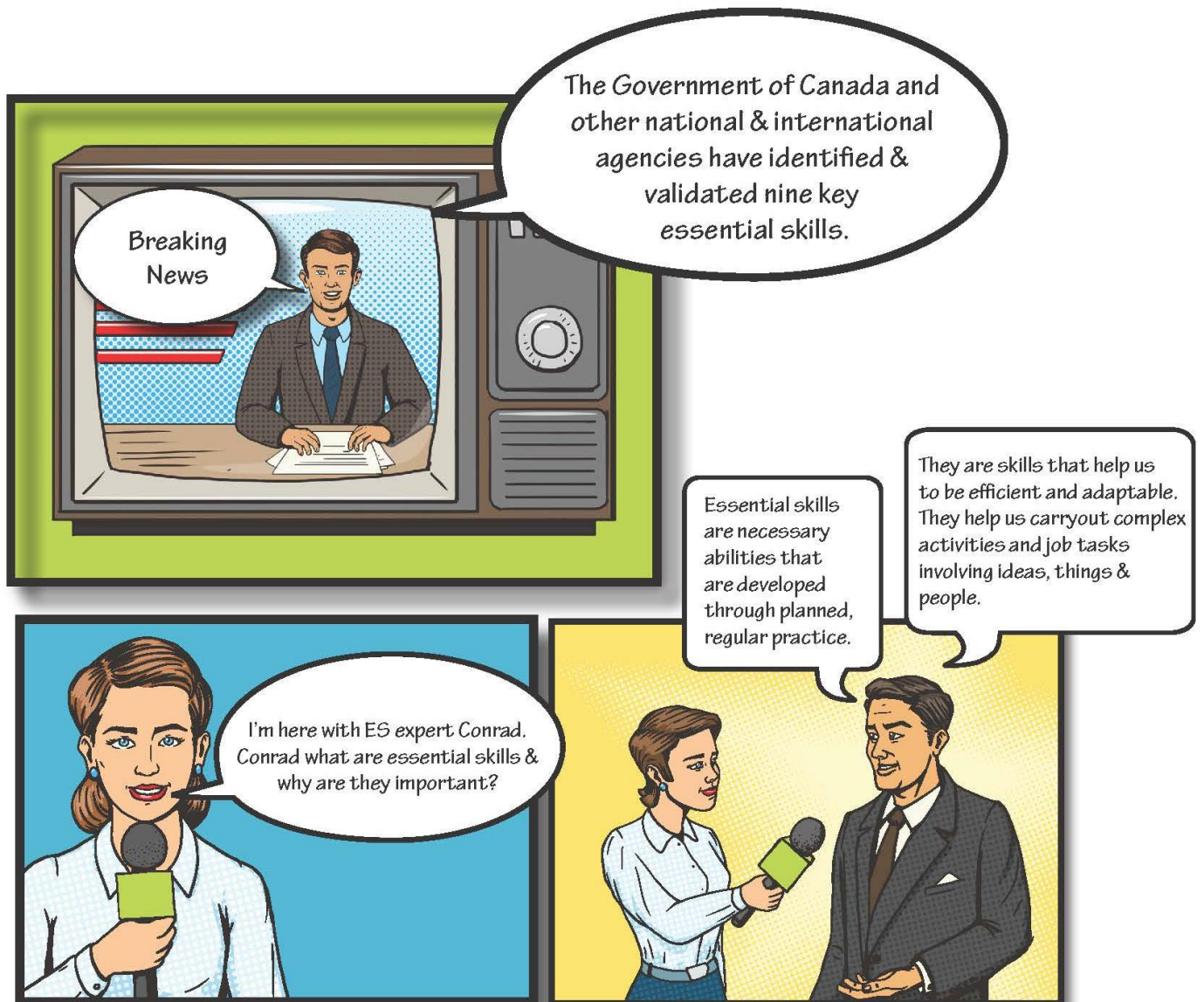


Q: HOW DO I USE THIS WORKBOOK?

- 1** START BY REVIEWING THE INFORMATION AND FUN FACTS ABOUT DOCUMENT USE AND ESSENTIAL SKILLS LOCATED AT THE BEGINNING OF THIS WORKBOOK.
- 2** PRACTICE USING YOUR DOCUMENT USE SKILLS IN THE “ES WORKOUT” SECTION OF THE WORKBOOK.
- 3** BUILD YOUR DOCUMENT USE SKILLS IN THE “ES BOOSTER” SECTION OF THE WORKBOOK.
- 4** REVIEW THE ANSWERS IN THE ANSWER KEY SECTION OF THE WORKBOOK TO CHECK YOUR WORK FROM THE ES WORKOUT SECTION.
- 5** TRY THE ASSESSMENT QUESTIONS AT THE END OF THE WORKBOOK TO GET AN IDEA OF HOW STRONG YOUR DOCUMENT USE SKILLS ARE.



INTRODUCING THE ESSENTIAL SKILLS



ESSENTIAL SKILLS ARE "ESSENTIAL" BECAUSE THEY ARE THE SKILLS THAT ALL PEOPLE NEED FOR WORK, LEARNING AND LIFE. THEY ARE ALSO THE FOUNDATION FOR LEARNING OTHER SKILLS.

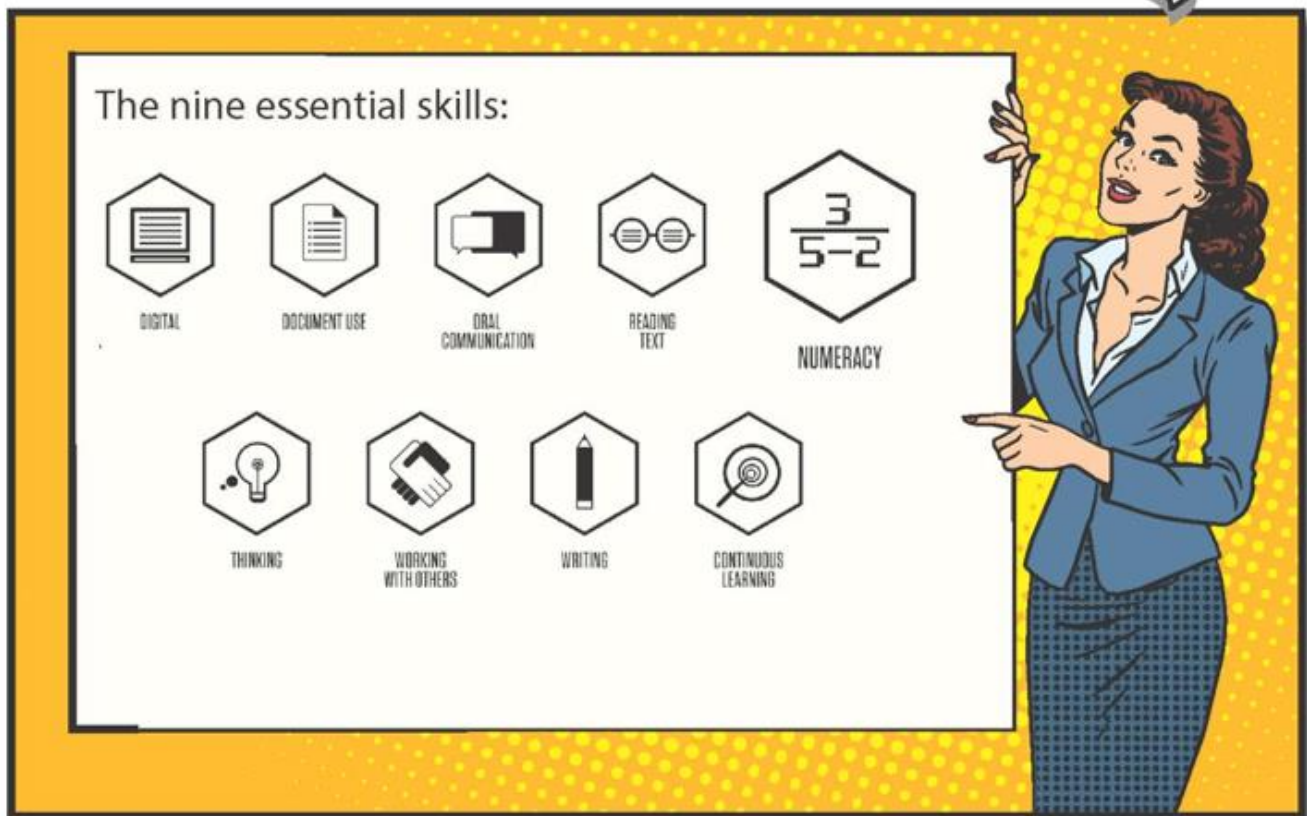




THE NINE ESSENTIAL SKILLS



Essential skills are a major component of Skills/Compétences Canada initiatives. Let's take a closer look.





MEASURING ESSENTIAL SKILLS (ES)

Essential skills are measured on a 5 level scale (see below). The scale describes:

1. The complexity (difficulty) of an essential skills task, question, or problem.
2. The proficiency (ability) of a person in completing an essential skills task, question, or problem.

THE ES MEASUREMENT SCALE



WHAT DO THE LEVELS MEAN?

- Tasks, questions, and problems at Levels 1 and 2 are less difficult than those at Levels 3, 4 and 5.
- People with essential skills at Levels 1 and 2 need to practice, in order to make their skills stronger. When we have skills at, or above, Level 3 we have skills that are strong enough to enable us to cope with new situations and to efficiently learn academic, technical or job-specific skills.
- Employers prefer to have workers who are efficient, capable, learners because they can accurately solve problems, complete their work, learn new processes and adapt to changes on the job.
- The skills are just as important in daily life. We all need to read information, fill out documents, make decisions about how much we can spend on things we want to buy, work and communicate effectively with friends, family, teachers and employers, and use computers and other digital technologies.



ESSENTIAL SKILLS MATTER

ESSENTIAL SKILLS ARE USED TO NAVIGATE OUR DAILY LIVES AND THE WORLD OF WORK AND THEY ALLOW US TO KEEP LEARNING SO WE DON'T GET LEFT BEHIND.



GIVE IT A TRY! MATCHING TASKS AND SKILLS

Look at the list below. What skills do you think you would need, to complete each task? Write the abbreviation for any of the skills you think would be used to complete the task. One is started for you as an example. *(HINT: they all require more than one skill.)*



Task	Skill(s) Used
Find information to complete the set-up of a new iPhone	
Apply for a learners' license	
Book concert tickets	
Shop for new clothes	
Plan a weekend ski / snowboard trip	
Ask if you can use the car to go skiing	
Text your coach to say you will be late for practice, why, and how you will catch up	
Arrive at work early to learn the new customer payment system	TS6,
Use a transit schedule to get to your new job on time	

Essential Skills	
RT	Reading Text
DU	Using Documents
N	Numeracy
W	Writing
OC	Oral Communication
TS	Thinking Skills...
WWO	Working With Others
DS	Digital Skills
CL	Continuous Learning

1. Problem Solving
2. Decision Making
3. Critical Thinking
4. Planning & Organizing Tasks
5. Find Information
6. Use Memory

















GIVE IT A TRY! WORKPLACE ICONS

Icons are often used in the workplace. Look at the list of icons below. What do you think they mean? Write your answer in the space provided. The first one is done for you. You can check your answers in the answer key.

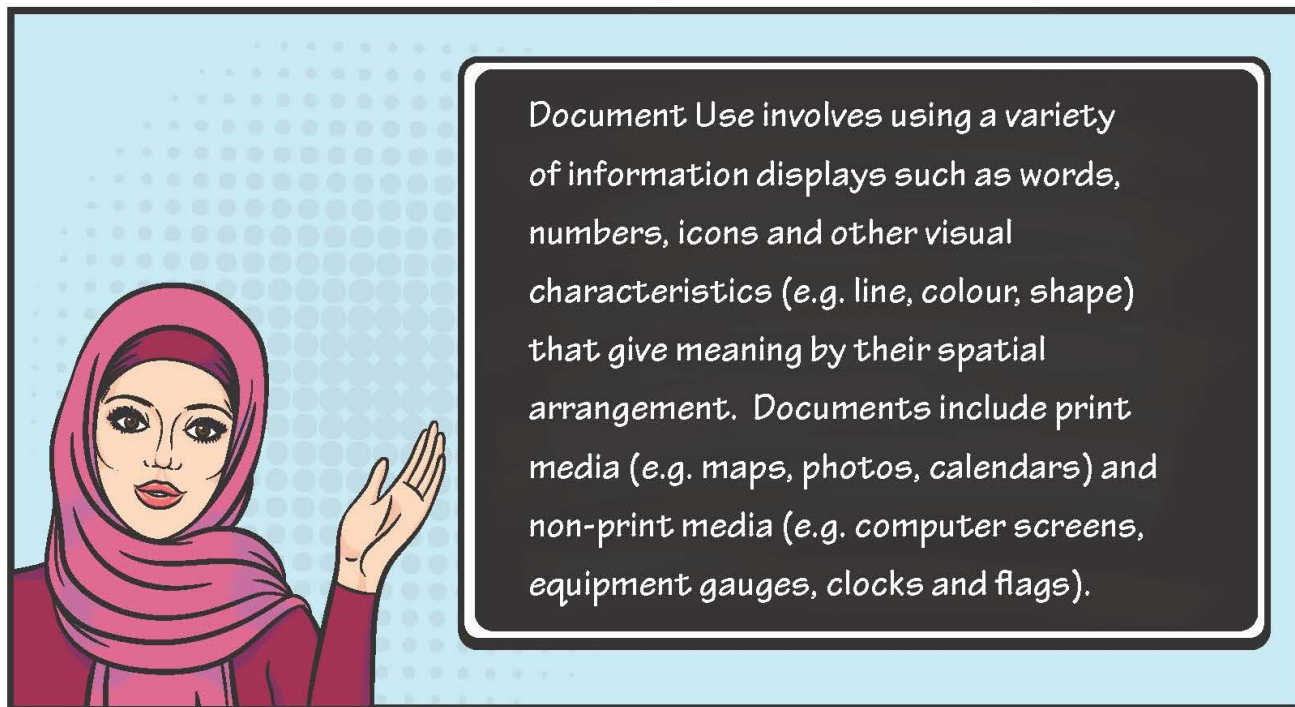


ICON	MEANING?
	recycle
	
	
	
	
	

ICON	MEANING?
	
	
	
	
	
	



GETTING STARTED WITH DOCUMENT USE



DOCUMENT USE INCLUDES...

- ✓ reading documents
- ✓ interpreting documents
- ✓ writing documents
- ✓ completing documents
- ✓ creating documents

When completing a task, we often use a document in multiple ways. For example, when undertaking a document use task such as filling out a form, checking items off a list or plotting the points on a graph, we frequently begin the task by reading and interpreting information and/or instructions.

TYPES OF DOCUMENTS...

- ✓ Print media, for example: manuals, plans, maps, photographs, signs, and calendars
- ✓ Non-print media, for example; computer or phone screens, microfiche documents, equipment gauges, clocks and flags



DOCUMENT USE MAKES A DIFFERENCE



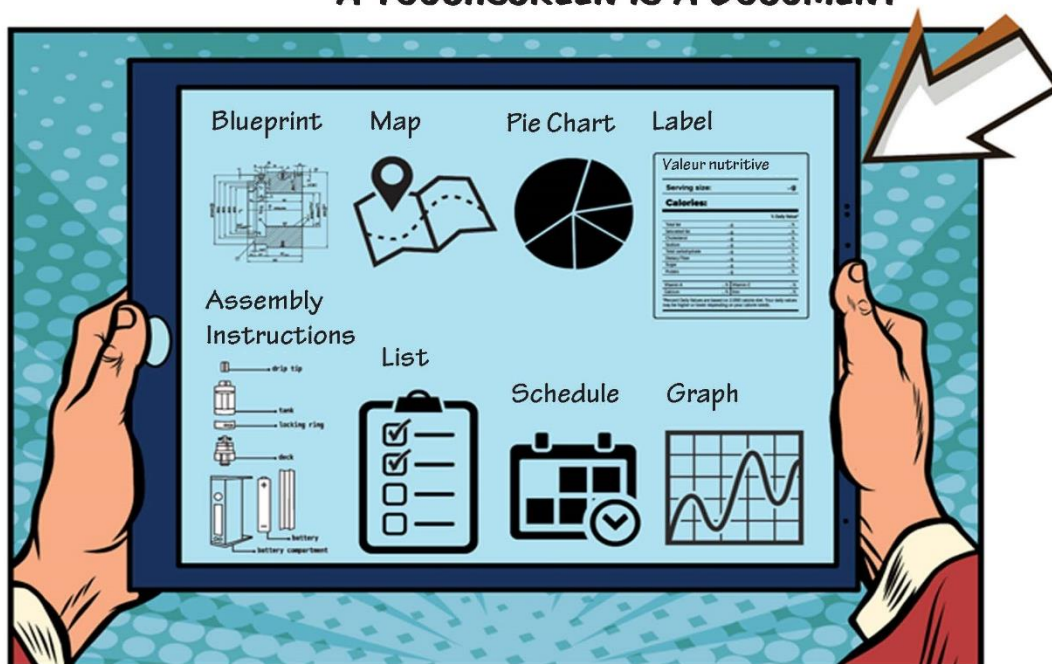
**STOP IN THE NAME
OF DOCUMENT USE!**

Think you don't need Document Use skills? Think again!

Document Use skills are critical for working, learning and living! Just think about how often you use a list, fill out a form, view signs or photos, or read a label.

IF YOU USE ANY OF THESE...*YOU* ARE A DOCUMENT USER!

A TOUCHSCREEN IS A DOCUMENT





DOCUMENT USE MAKES A DIFFERENCE

AT WORK

Once you start working, the strength of your document use skills will help or hinder your ability to do a good job. There are no workplaces in Canada that do not use documents of some kind and your ability to work efficiently and accurately with workplace documentation can make a big difference. Your employer may not receive information, supplies or payments, if documents such as order forms, purchase orders and invoices are not completed correctly.



AT HOME

Document use skills make a difference in our non-working life too. For example, we have to use documents to order online, to decide on a cell phone plan or to compare reports on vehicles to determine which is best for us. If we want to travel, we may have to apply for a passport, or book bus, train or airline tickets – most commonly using a web-based system that is a document. Making mistakes in these documents can cost us time and money.

MEASURING DOCUMENT USE

Just like the other essential skills, document use has 5 levels of complexity (difficulty). Task complexity depends on factors like how complex the document is, if more than one document is needed and how difficult it is to find/enter the correct information.

If you test your document use skills, you will find that you are strongest in one of the 5 levels. This does not mean you don't have skills at other levels, but if your skills are below level 3, it means it would be a good idea to work on them.



10 COOL JOBS THAT USE DOCUMENT USE!





DOCUMENT USE TRIVIA

What is an infographic?

- A. Information conveyed or represented by a particular arrangement or sequence of things
- B. A picture made using a camera, in which an image is focused onto film or other light-sensitive material and then made visible and permanent by chemical treatment
- C. A visual image such as a chart or a diagram used to represent information or data
- D. None of the above

What is an infographic?



Answer: C

THINK DOCUMENT USE MISTAKES AREN'T A BIG DEAL? THINK AGAIN!



HAZARD DOCUMENTS

The essential skill of Document Use involves finding and interpreting information that is represented on signs, photos, labels, icons, evacuation plans and other visual displays. Hazard and safety information is frequently presented in documents.

Your safety depends on your Document Use skills!



DOCUMENT USE IN ACTION!



1. Precision Machinists take data from and interpret a variety of **graphs and graphical displays**. For example, they may examine line graphs or temperature readings to verify that heating procedures for hardening metals meet specifications. (Document Use Level 3)
2. Cabinet Makers refer to assembly or shop **drawings and blueprints** to check details. (Document Use Level 3)
3. Landscape Technicians and Specialists review landscape **drawings** ...to ensure that design criteria have been satisfied and specifications have been met. They take measurements from **scale drawings** to check that all items have been appropriately represented. (Document Use Level 4)
4. TV/Video Producers may enter data into **forms**. For example, film directors complete grant applications and tax credit applications and forms such as declarations of citizenship. (Document Use Level 3)
5. Painters and Decorators refer to **blueprints** to determine what colour and type of covering is going to be used. This requires knowledge of blueprint symbols and numbering systems. (Document Use Level 3)
6. Aircraft Avionics Mechanics examine **photographs and drawings** to determine assembly and disassembly sequences when installing and connecting avionic instruments and mechanical components such as radar systems, adapters, directional indicators and radio receivers. (Document Use Level 3)



DOCUMENT USE IN ACTION!

7. Bakers compile bake orders and use tracking and quality control **forms**, e.g. enter times, bake orders numbers, and production details in timesheets. (Document Use Level 2)
8. Industrial Electricians locate data, such as specifications, classifications, material coefficients and identification numbers in complex **tables**, e.g. scan tables in the Canadian Electrical Code for specifications, such as the size of wire needed in relation to the length of run and size of motor (Document Use Level 3)
9. Estheticians may complete client history **forms** by recording data, such as treatments, products used, presenting problems and allergies. (Document Use Level 2)
10. Industrial Mechanics and Construction Millwrights interpret complex **schematic drawings**, e.g. view schematic drawings of complex mechanical, structural, pneumatic and hydraulic systems to understand how they operate and to troubleshoot faults. (Document Use Level 4)





DOCUMENT USE IN THE NEWS

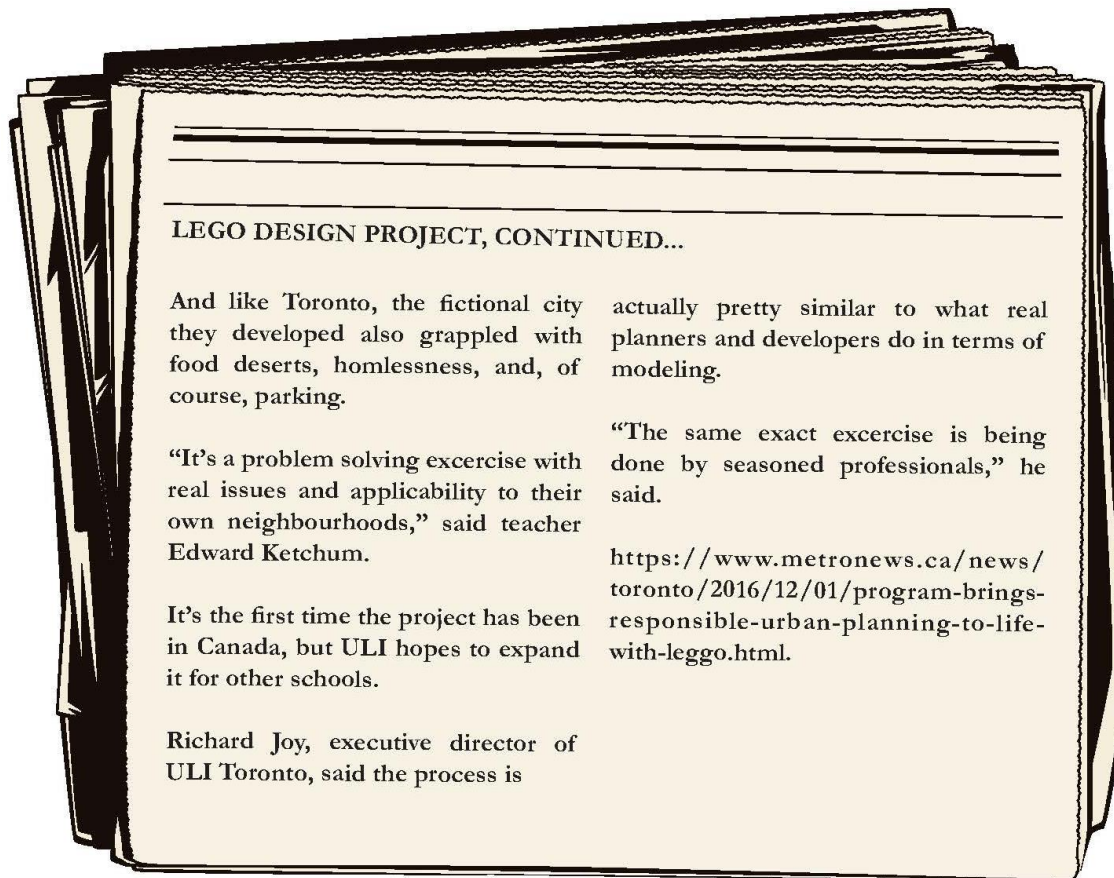
THE URBAN LAND INSTITUTE USES LEGO TO HELP HIGH SCHOOL STUDENTS EXPLORE RESPONSIBLE LAND USE

As a child, Patrick Yutiga loved making Lego cities and would sit for hours constructing miniature bus stations, fire halls and airports. The Grade 11 student at Forest Hill Collegiate got to revisit his childhood hobby Thursday afternoon, as part of an innovative exercise from the Urban Land Institute, a global organization that encourages responsible land use. Find out more in the article below!

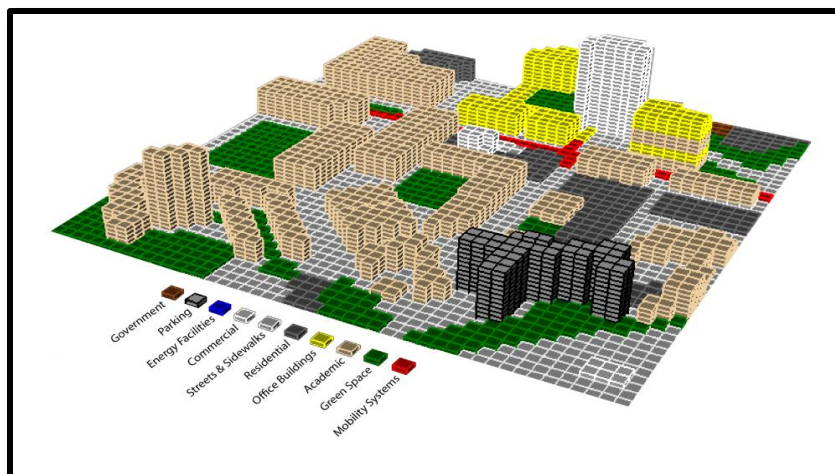




DOCUMENT USE IN THE NEWS!



DOCUMENT USE IN THE REAL WORLD...CHECK OUT THIS LEGO CITY PROTOTYPE!



<http://lucyzhao.com/urban-prototyping-using-legos-and-parametric-modeling-to-design-cities/>



DOCUMENT USE BITS AND BITES



THE POWER OF A PLAN!

The ability to understand models is an important skill required across a wide range of jobs including:

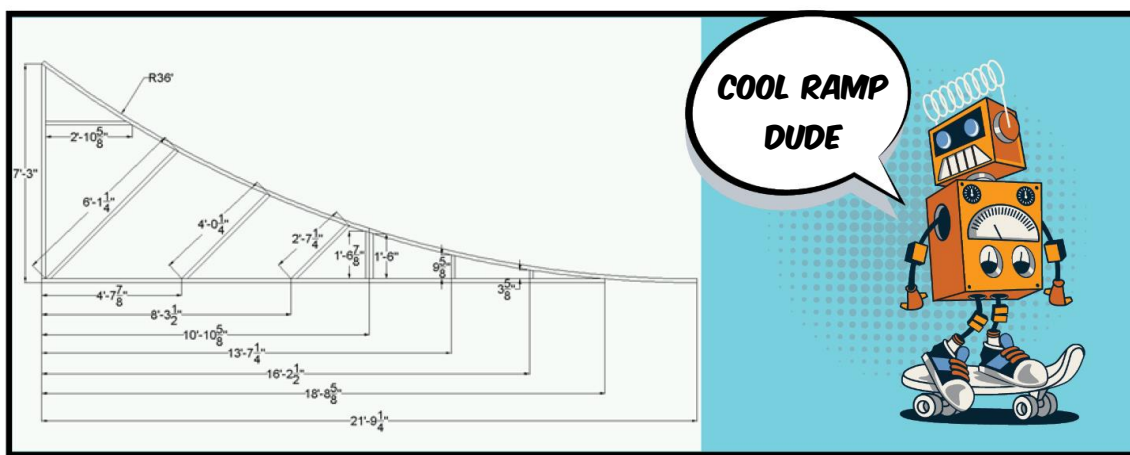
- Landscape Designer
- Precision Machinist
- Fashion Technologist
- Architectural Technologist
- Tiler
- Robotics Technician
- Brick Mason
- Graphic Designer

Using models to organize and design work in advance is an important part of project planning and saves time and money by identifying and correcting costly mistakes in advance.

WHO USES DESIGN DOCUMENTS AND MODELS?

Design documents and models are used in many occupations. For example, Carpenters use blueprints that define the scope of specific projects. They use blueprints to build foundations, install beams, to erect walls and roofing systems, to build stairs and wall partitions and to install fixtures. They may even use blueprints to build skateboard ramps!

Design models can be computer-generated, three dimensional (like Lego), or two dimensional, (like a blueprint or floor plan). Design documents include plans, diagrams, drawings, sketches, maps, layouts and other representations.

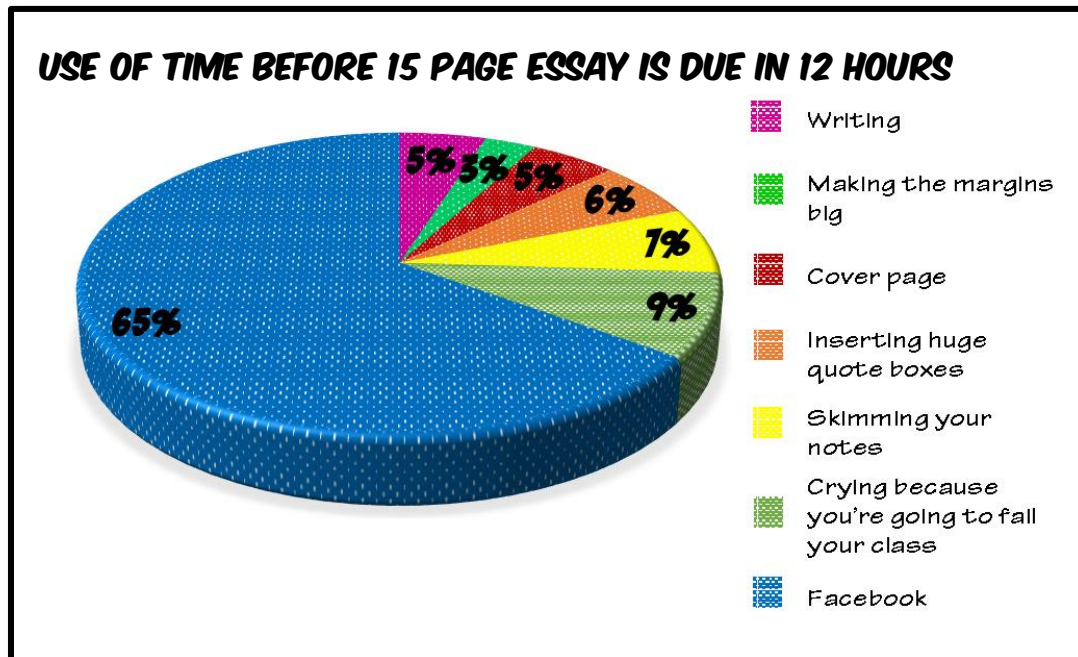




DOCUMENT USE BITS AND BITES

ESSAY DISASTER...

An outline is a document that can help you organize your thoughts in preparation for writing an essay. Check out the table below to find out what can happen if you don't plan ahead!



graphjam.com

A blueprint is a design plan or other technical drawing

WHY ARE BLUEPRINTS BLUE?

The blueprint process was developed in the 1800s when scientists found an easy way to reproduce documents by combining citrate and potassium ferrocyanide to create something like a photocopy. When the chemicals reacted together they made the paper blue. While blueprints have been mostly replaced by whiteprints, the name has stuck ever since.



DOCUMENT USE BITS AND BITES



ARE YOU GETTING ENOUGH ZZZZZS?

The tragedies of Chernobyl, Three Mile Island and the Exxon Valdez all occurred during the night shift. Fatigue is a critical occupational safety concern for shift workers, especially workers in the transportation industry. Off the job, being over tired creates a risk for anyone who undertakes an activity that requires concentration and a quick response - from driving, to home repair, to skiing. And exhaustion is one of the most common complaints of Canadian workers.

THE LIST BELOW HAS SOME INTERESTING STATS FROM THE CANADIAN SAFETY COUNCIL

- 60% of Canadians say they feel tired most of the time
- 78% say they go to work tired at least one day a week
- 55% of nurses say they are almost always tired at work
- 20% of private vehicle accidents are caused by fatigue
- Workplace accidents caused by fatigue cost employers more than \$ 330M per year

**DR. KIM SAYS,
NO ELECTRONICS
BEFORE BED!**

According to Scientific American, the use of electronic devices before bed can be bad for us. Why? The light from our devices is short-wavelength-enriched and has a higher concentration of blue light, which affects levels of the sleep.

Color Temperature (K)	Light Color
1,000	Warm (Yellow)
2,000	Warm (Yellow)
3,000	Warm (Yellow)
4,000	Warm (Yellow)
5,000	Neutral (White)
6,000	Cool (Blue)
7,000	Cool (Blue)
8,000	Cool (Blue)
9,000	Cool (Blue)
10,000	Cool (Blue)

Warm ← COLOR TEMPERATURE SCALE → Cool

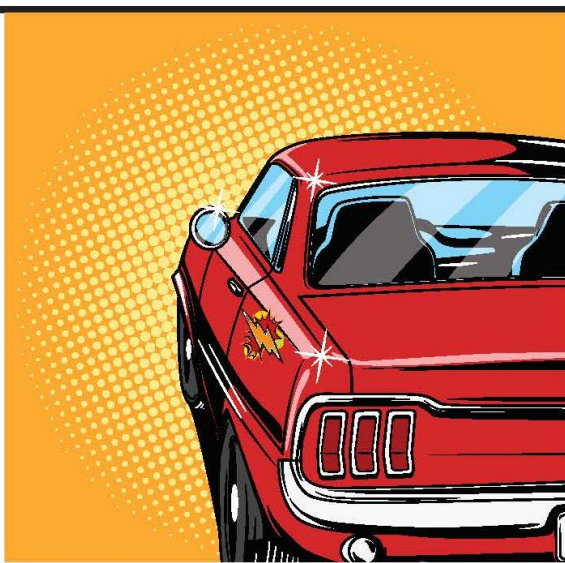


DOCUMENT USE BITS AND BITES

THE ART OF PAINTING VEHICLES!

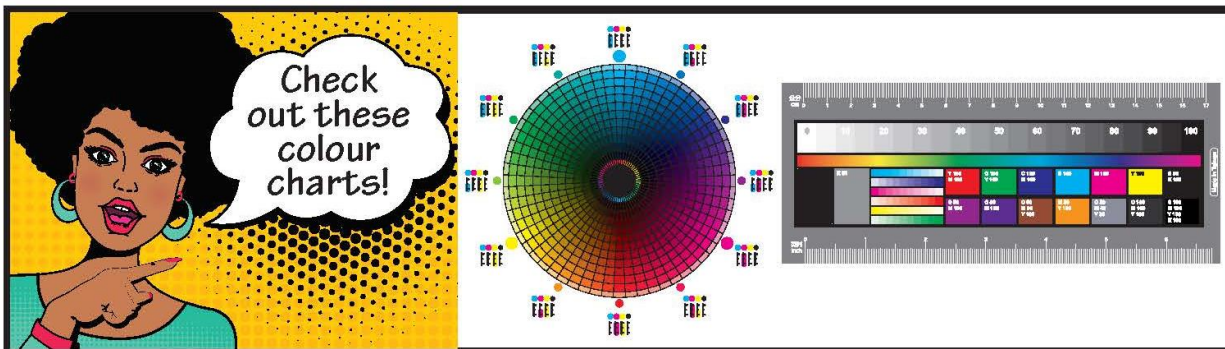
A career in car painting involves cleaning and preparing panels for paint applications. Car painters mix and apply undercoats and clear coats. They perform the prepping and painting of objects on steel body panels. They remove surface paint defects on automotive parts.

Car painters use a variety of equipment including sanders, blow guns, painting tools, spray guns and polishers.



DID YOU KNOW...

Automotive painters use documents called colour charts as reference documents to help identify, match and select colors. Colour charts are used in many occupations. For example, hairstylists use colour charts to select and match hair colour, metal workers select paint coating colours, graphic designers use numbering on colour charts to enter information into design software, estheticians use nail colour wheels to help their clients select nail polish colours.





**PUT YOUR SKILLS TO
WORK!**

**GIVE YOUR SKILLS A WORKOUT IN
THIS SECTION OF THE WORKBOOK.
SKILLS, LIKE MUSCLES, GET
STRONGER THE MORE WE USE THEM.
BUILD YOUR ES MUSCLES BY
WORKING INDEPENDENTLY TO
COMPLETE ALL OF THE WORKOUTS.
YOU CAN CHECK YOUR ANSWERS IN
THE ANSWER KEY.**

DOCUMENT USE

Use the table of contents to navigate through this workbook. Track your progress by putting a checkmark beside each topic you complete.

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1. YOUR SIN CAN'T GET WORK WITHOUT IT!

**IN THIS ACTIVITY YOU MAY USE THE FOLLOWING
BOOSTER**

- **ENTRY FORMS**

Your Social Insurance Number: A Shared Responsibility!

Protect it! Safeguard it!

Your **Social Insurance Number (SIN)** is confidential. With Service Canada, you share the responsibility of protecting your SIN from inappropriate use, fraud, and theft.

At Service Canada, we safeguard your personal information, only allow access to those who are authorized, and provide guidance about how to protect your SIN and your personal information.

<https://www.canada.ca/en/employment-social-development/services/sin/reports/shared-responsibility.html>

A SIN is an important piece of identification in Canada. You receive a SIN by completing and submitting an application form to the Government of Canada.

SIN is an acronym for Social Insurance Number.

Your SIN is a nine-digit number that you need, in order to be able to work legally in Canada and to have access to certain government programs and benefits.

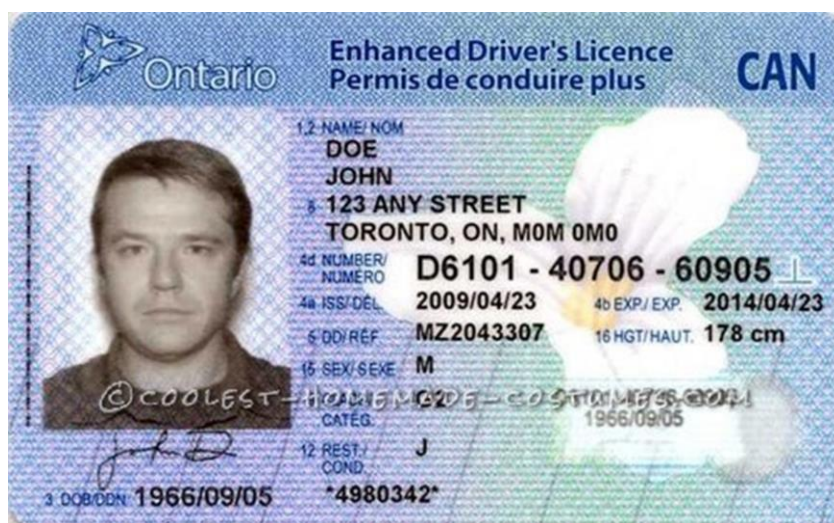
In many cases you can go to a Service Canada office with all of the required original documentation needed to apply and complete the process there. However, if you are not able to go to an office, you will need to complete the application form. The SIN application is an entry form and, like many entry forms, it can be challenging to fill it out correctly. It has many sections and asks many questions.



Some of the information required for a SIN application is similar to what is found on a Driver's Licence. Compare the two licences below and answer the three questions that follow.



<http://www.bcpl8s.ca/Drivers-Licences.html>



<http://www.itbusiness.ca/news/rfid-drivers-licence-demand-underwhelming-across-four-provinces/14852>

1.

For how long are licenses issued in the two jurisdictions?
(document use level 2)



2. Which driver is older?
(document use level 2)

3. What information is included on the front of the BC card that is not on the ON card?
(document use level 2)

4. Use the information from one of the licences to fill in as much as you can of the section of the SIN application form found on the next page. Both applicants are applying for their first SIN. Ms. Sample was born in Whitehorse YK and Mr. Doe was born in St. John NB. Neither is married.
(document use level 2)



Government of Canada
Gouvernement du Canada

PROTECTED WHEN COMPLETED - B

SOCIAL INSURANCE NUMBER APPLICATION

This application form is not required if you go in-person to apply. Refer to the *Information Guide* or call 1-800-206-7218 (select Option #3) or 506-548-7961 (long-distance charges apply) to determine if you are eligible to apply by mail.

This application form must be accompanied by original document(s).

I am applying for a (an):

- ☐ FIRST SOCIAL INSURANCE NUMBER (SIN) ☐ CHANGE OF STATUS
☐ UPDATE or CORRECTION TO SIN RECORD ☐ CHANGE TO THE EXPIRY DATE ("900 Series SIN")
☐ CONFIRMATION OF SIN ☐ OTHER - SPECIFY _____
☐ LEGAL CHANGE OF NAME

FINDER NO	DATE
DO NOT WRITE IN THIS AREA	

INFORMATION CONCERNING THE APPLICANT

PRINT CLEARLY IN **BLUE** OR BLACK INK

1	APPLICANT'S NAME TO BE SHOWN ON SIN RECORD	First Given Name	Other Given Name(s)	Family Name
2	APPLICANT'S DATE OF BIRTH	Day	Month	Year
3	APPLICANT'S SEX	<input type="checkbox"/> Male <input type="checkbox"/> Check if the applicant is a twin, triplet, etc. <input type="checkbox"/> Female		
4	MOTHER'S NAME AT HER BIRTH	Given Name(s)	Family Name at Birth	
5	FATHER'S NAME AT HIS BIRTH	Given Name(s)	Family Name at birth	
6	APPLICANT'S PLACE OF BIRTH	City, Town or Village	Province/Territory/State	Country
7	APPLICANT'S FAMILY NAME AT BIRTH			
8	OTHER FAMILY NAME(S) PREVIOUSLY USED			
9	DID THE APPLICANT EVER HAVE A SOCIAL INSURANCE NUMBER (SIN)? If yes, write the nine digit number here - - <input type="checkbox"/> No <input type="checkbox"/> Unknown (don't recall)			
10	APPLICANT'S STATUS IN CANADA Check one of the following: <input type="checkbox"/> Canadian Citizen <input type="checkbox"/> Registered Indian <input type="checkbox"/> Permanent Resident <input type="checkbox"/> Temporary Resident <input type="checkbox"/> Other	11 Daytime Telephone Number Evening Telephone Number		
IS THE APPLICANT currently residing in Canada? <input type="checkbox"/> Yes <input type="checkbox"/> No				
12	APPLICANT'S MAILING ADDRESS	In care of (if different than the name in item 1)		
		Number and Street		Apartment, suite or unit No.
		City, Town or Village	Province/Territory/State	Country



2. MANUAL MATERIALS HANDLING



Documents are often used to provide workers with important safety or emergency information. Documents designed with icons and short pieces of text are particularly useful when employees need to be able to quickly and clearly understand a safety or emergency procedure.

Moving or handling things at work is a common source of workplace injury. Information about the risks is especially important for young workers because they are more likely than older workers to be injured.

Look at the next page to see the full size Manual Materials Handling poster and use it to answer the questions that follow.



Awareness

Manual Materials

Handling

[MMH] is the most common cause of occupational fatigue and lower back pain



before lifting



Check to see if mechanical lifting aids are available.

Assess/identify the weight of the load.



Get help with heavy or awkward loads.

Ensure that the load is free to move.



Ensure that you can lift the load without over-exertion.

Check that the path is clear and free of grease, oil, water, and objects.



safe lifting tips



Prepare for the lift by warming up your muscles.

Stand close to the load and face the direction you intend to move.



Be sure you have a good grip on the load.



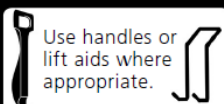
Keep arms straight and abdominal muscles tight.



Lift smoothly, without jerking.



Avoid twisting, side bending, and carrying loads with only one hand.



Use handles or lift aids where appropriate.

Tuck chin into your chest.



Keep your back straight and butt out.

Lift load as close to and as centred to body as possible.



Lift with your legs and body weight, not with your back.



CCOHS.ca

Canadian Centre for Occupational Health and Safety



1. What does MMH stand for?
(document use level 1)

2. Why is it important to know about MMH?
(document use level 2)

3. What part of your body should you lift with?
(document use level 1)

4. What are three things you should do before lifting?
(document use level 2)

5. Under what circumstances should you ask for help when lifting?
(document use level 1)



6. The word “manual” comes from the Latin word “Manus” meaning “hand”. In the case of the poster, to what else does “manual” refer, when handling materials?
(document use level 2)

7. According to the poster, what is the opposite of “hold”?
(document use level 2)

8. In what position should your chin be, when you lift something?
(document use level 1)

9. How would you summarize the message in the poster in one sentence?
(document use level 3)

10. Where would you get more information about MMH?
(document use level 2)



3. STORIES IN BLUE



blue print
/'bloo, print/

noun

A design or other technical drawing.

Synonyms: **plan, design, diagram, drawing, sketch, map, layout, representation**

“blueprints of the camera”

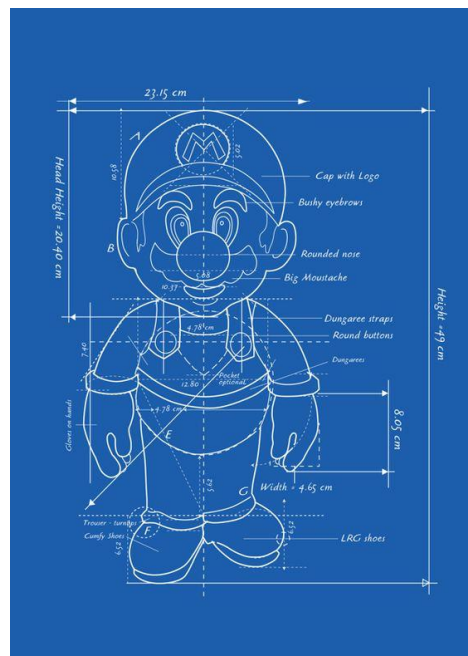
verb (North American)

Draw up (a plan or model)

“a neatly blueprinted scheme”

Why are blueprints blue?

The blueprint process was developed in the 1800s when scientists found an easy way to reproduce documents by combining ammonium iron citrate and potassium ferrocyanide to create something like a photocopy. When the chemicals reacted together they made the paper blue. Blueprints have been mostly replaced by whiteprints, but the name has stuck ever since.

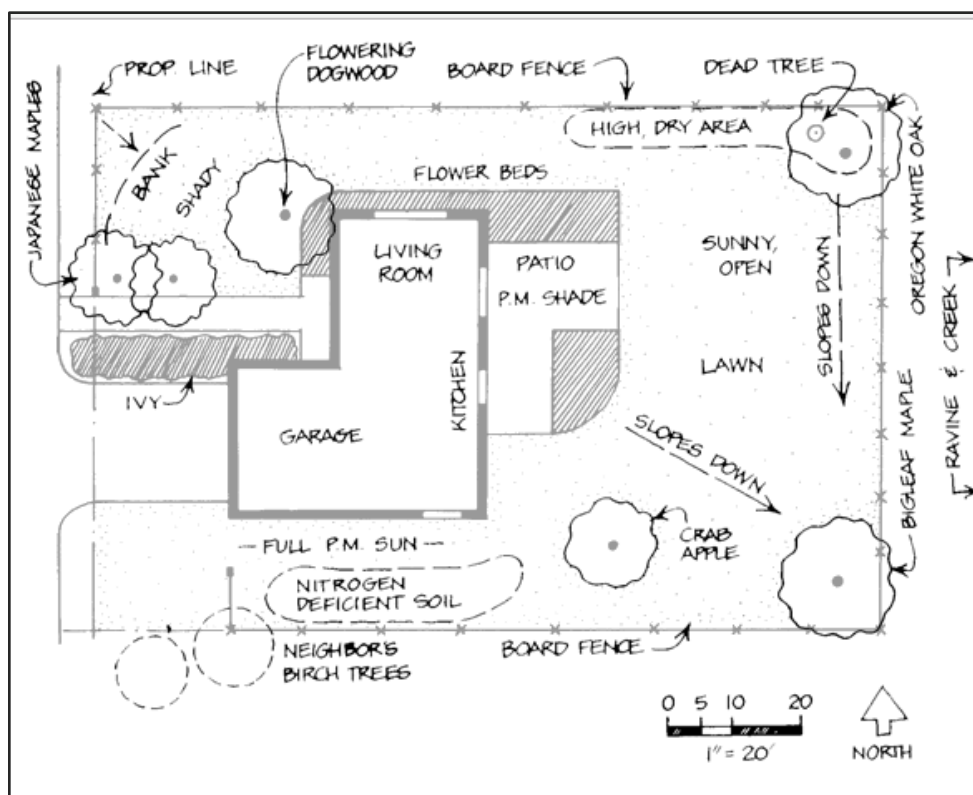




Landscape gardeners use blueprints to plan out the gardens they are creating, to be sure they turn out as expected and to help with explaining their ideas to clients.

Look at the blueprint of the garden below and answer the questions that follow, then checkout the profile for landscape gardeners.

http://www.jobbank.gc.ca/es_view_profile-eng.do?prof_id=129&lang=eng



<http://wdfw.wa.gov/living/landscaping/>

1.

Estimate the dimensions of the lot in Imperial and metric.
(document use level 2, estimation, measurement and calculation level 2)



2. How many trees are on the property?
(document use level 1, measurement and calculation level 1)

3. In metres, approximately how far from the edge of the property is the west side of the garage?
(document use level 2, estimation, measurement and calculation level 2)

4. The blueprint author has included information about the amount of sun in different sections of the yard. Why do you think this information was included?
(document use level 1, critical thinking level 2)

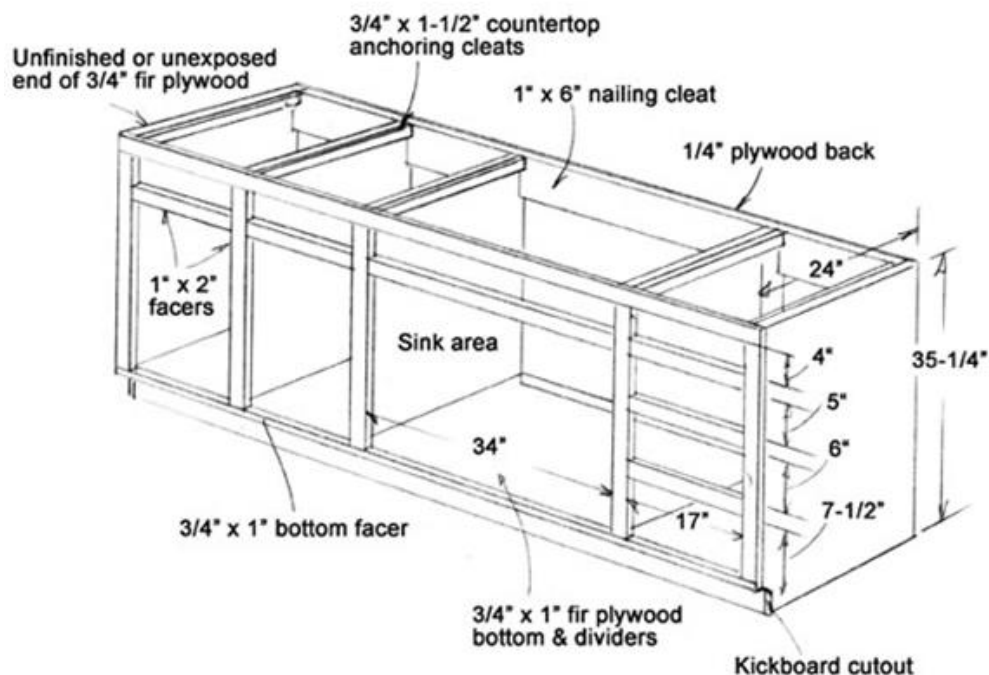


Cabinet makers refer to assembly or shop drawings and blueprints to check details.
(document use level 3)

Check out the profile for cabinet makers.
http://www.jobbank.gc.ca/es_view_profile-eng.do?prof_id=240&lang=eng

Cabinetmakers use blueprints to construct or repair things they work on such as kitchen cabinets, windows and window frames, and all types of furniture. Accuracy is very important in the work they do; they regularly need to fit small parts and sub-assemblies together to precisely make and install cupboards and cases and to operate woodworking machines to cut and form parts.

Look at the blueprint below and answer the questions that follow.



<http://extremehowto.com/cabinet-building-basics-for-diyers>



- 1.** What object is this a blueprint for?
(document use level 2)

- 2.** How wide is the sink area?
(document use level 1)

- 3.** What is the back of the object made of?
(document use level 1)

- 4.** How thick is the backing?
(document use level 1)

- 5.** How deep is the object?
(document use level 1)



6. How high is the object?
(document use level 1)

7. Which surface(s) of the object will be set against a wall? Explain how you can determine that from the blueprint.
(document use level 3, critical thinking level 2)

8. What are the dimensions of the bottom facer? Estimate its length.
(document use level 2, estimation level 2)

9. What do you think the dividers shown on the front right of the object are for?
(document use level 1, critical thinking level 1)

10. If the two sections on the left are as wide as the fourth section, what is the approximate width of the object?
(document use level 2, measurement and calculation level 2)



- 11.** If the bottom facers are sold in 36" lengths, how many are required?
(document use level 2, measurement and calculation level 2)

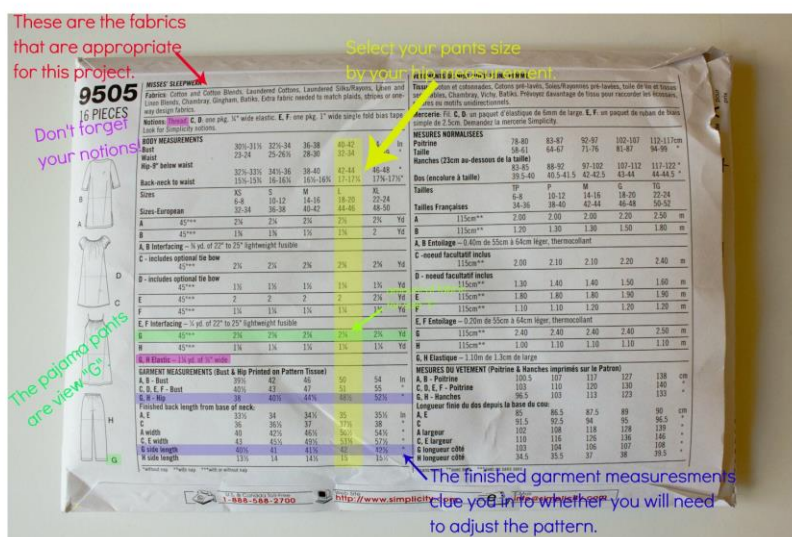


4. PUZZLES IN PATTERNS



<https://www.pinterest.ca/mccallpatternco/shirtdress-patterns/>

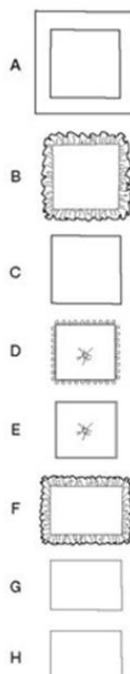
Fashion designers use a particular kind of blueprint called a pattern. To make the sewing construction process simpler, the information for every pattern sold in Canada is organized in the same way on the back of the envelope containing the pattern pieces. This is true for clothing patterns and home décor patterns.



SewFearless.com



8226 11 PIECES



EASY PILLOWS

Fabrics: Brocade, Chintz, Cotton Types, Damask, Dupioni, Shantung, Eyelet, Linen Types, Sateen, Twill, Velvet.

A Pillow (18" x 18"): Front- $\frac{3}{4}$ yd. of 45" or 60"***

Back- $\frac{3}{4}$ yd. of 45" or 60"***

Notions: One 18" x 18" pillow form

B Pillow (16" x 16" not including ruffle)- $2\frac{1}{4}$ yd. of 45" or 60"***

Notions: One 16" x 16" pillow form

C Pillow (16" x 16"): Front and Back- $\frac{3}{4}$ yd. of 45" or 60"***

Contrast Front- $\frac{3}{4}$ yd. of 45" or 60"

Notions: One 16" x 16" pillow form

D Pillow (14" x 14")- $\frac{3}{4}$ yd. of 45" or 60"***

Notions: One 14" x 14" pillow form, one $1\frac{1}{2}$ " button form to cover, one $\frac{3}{4}$ " button

Trim: $1\frac{1}{4}$ yd. of $1\frac{1}{4}$ " wide pom pom trim

E Pillow (14" x 14")- $\frac{3}{4}$ yd. of 45" or 60"***

Notions: One 14" x 14" pillow form, one pkg. of piping, one $1\frac{1}{2}$ " button form to cover, one $\frac{3}{4}$ " button

F Pillow (12" x 16" not including ruffle)- $2\frac{1}{4}$ yd. of 45" or 60"***

Notions: One 12" x 16" pillow form

G Pillow (12" x 16"): Front and Back- $\frac{1}{2}$ yd. of 45" or 60"***

Side Front- $\frac{1}{2}$ yd. of 45" or 60"***

Notions: One 12" x 16" pillow form, three 1" buttons

H Pillow (12" x 16"): Front and Back- $\frac{1}{2}$ yd. of 45" or 60"***

Contrast Front- $\frac{1}{2}$ yd. of 45" or 60"***

Notions: One 12" x 16" pillow form

*without nap **with nap ***with or without nap

COUSSINS FACILES

Tissus: Brocart, Chintz, Cotonnades, Soie damassée, Soie Dupionée, Shantung, Broderie anglaise, Toile de Lin, Satinette, Twill, Velours.

A Coussin (45.5cm x 45.5cm): Devant- 0.70m de 115cm ou 150cm**

Dos- 0.70m de 115cm ou 150cm**

Mercerie: un coussin 45.5cm x 45.5cm

B Coussin (40.5cm x 40.5cm sans le volant)- 2.50m de 115cm ou 150cm**

Mercerie: un coussin 40.5cm x 40.5cm

C Coussin (40.5cm x 40.5cm): Devant et Dos- 0.60m de 115cm ou 150cm**

Devant Contrastant - 0.40m de 115cm ou 150cm**

Mercerie: un coussin de 40.5cm x 40.5cm

D Coussin (35.5cm x 35.5cm)- 0.50m de 115cm ou 150cm**

Mercerie: un coussin de 35.5cm x 35.5cm, un bouton à recouvrir de 4cm, un bouton de 1cm

Garniture: 1.60m de 2.8cm de large pour la garniture de pompons

E Coussin (35.5cm x 35.5cm)- 0.50m de 115cm ou 150cm**

Mercerie: un coussin de 35.5cm x 35.5cm, un paquet de liseré, un bouton à recouvrir de 4cm, un bouton de 1cm

F Coussin (30.5cm x 40.5cm sans le volant)- 2.10m de 115cm ou 150cm**

Mercerie: Un coussin de 30.5cm x 40.5cm

G Coussin (30.5cm x 40.5cm): Devant et Dos - 0.50m de 115cm ou 150cm**

Découpe devant- 0.50m de 115cm ou 150cm**

Mercerie: Un coussin de 30.5cm x 40.5cm, trois boutons de 2.5cm

H Coussin (30.5cm x 40.5cm): Devant et Dos- 0.50m de 115cm ou 150cm**

Devant Contrastant- 0.50m de 115cm ou 150cm**

Mercerie: Un coussin de 30.5cm x 40.5cm

*SANS SENS **AVEC SENS ***AVEC OU SANS SENS

<http://www.simplicity.com/simplicity-pattern-8226-easy-pillows/8226.html#start=3>

If you look at the sample above, you can see that the information on the back of the pattern envelope is arranged in a table with rows _____ and columns. Use the table to answer the following questions.

1. How many main columns are there?
(document use level 2)

2. What headings would you give to each of the columns?
(document use level 2)



3. How many different types of pillows does the pattern include instructions for?
(*document use level 1*)

4. How many pieces are included in the pattern?
(*document use level 1*)

5. What is dupioni?
(*document use level 2, problem solving level 2*)

6. What do you think a “notion” is?
(*document use level 2, problem solving level 2*)

7. How many different fabrics are used in Pillow C?
(*document use level 2*)



8.

Describe one way in which pillows D and E are the same and one way in which they are different?

(document use level 2)

9.

Which pillows are the same size?

(document use level 2)

10.

Which is the largest pillow? How big is it?

(document use level 2)



1.

You need to plan your timetable for your Apparel Technology Design program. The course schedule and your part-time work calendar are shown below. On the next page is a blank calendar for January 2018. Create a class schedule that will allow you to take all your courses and to maintain your work schedule.

(document use level 3, job task planning and organizing level 2)

Course Schedule

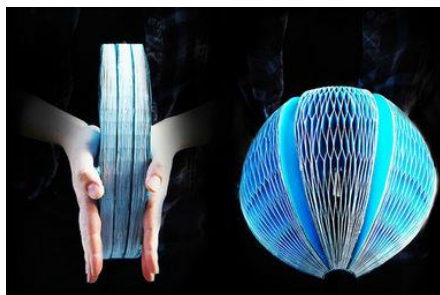
Course Code	Course name	Course Days/Times
ATD1001	Apparel Manufacturing	T- 3:20 P.M.; W- 8:00 A.M.; F- 11:20 A.M.
ATD1005	Garment Fit and Pattern Adjustment	T- 11:20 A.M.; W/TR- 9:40A.M.
ATD1010	Pattern Drafting Software	T/W- 1:00 P.M.; F- 2:40 P.M.
ATD1015	Apparel Preproduction Management	T- 9:40 A.M.; W- 2:40 P.M.; TR- 11:20 A.M.
ATD1020	Collection Technical Development	M/T/TR- 2:40 P.M.
ATD1025	Design and Product Development Technology	M/W/TR- 3:20 P.M.

January Work Schedule

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
JANUARY 2018						
	1 off	2 2-7 P.M.	3 2-7 P.M.	4 12-7 P.M.	5 7-10 A.M.	6 10 A.M. - 3 P.M.
7	8	9 2-7 P.M.	10 2-7 P.M.	11 12-7 P.M.	12 7-10 A.M.	13 10 A.M. - 3 P.M.
14	15	16 2-7 P.M.	17 2-7 P.M.	18 off	19 off	20 10 A.M. - 3 P.M.
21	22	23 2-7 P.M.	24 2-7 P.M.	25 12-7 P.M.	26 5-9 P.M.	27 10 A.M. - 3 P.M.
28	29	30 2-7 P.M.	31 off			

Class Timetable

[illegible]



Origami refers to the art of paper folding. Many people are familiar with the paper cranes made from origami, but origami is also used in some manufacturing and design processes. The bike helmet shown on the left was created, using origami folds, by a woman who is an industrial designer. It is as strong as a conventional helmet, but inexpensive and can be folded flat. On the next page is a pattern for making a traditional origami box. Try following the instructions in the pattern to create your own box.

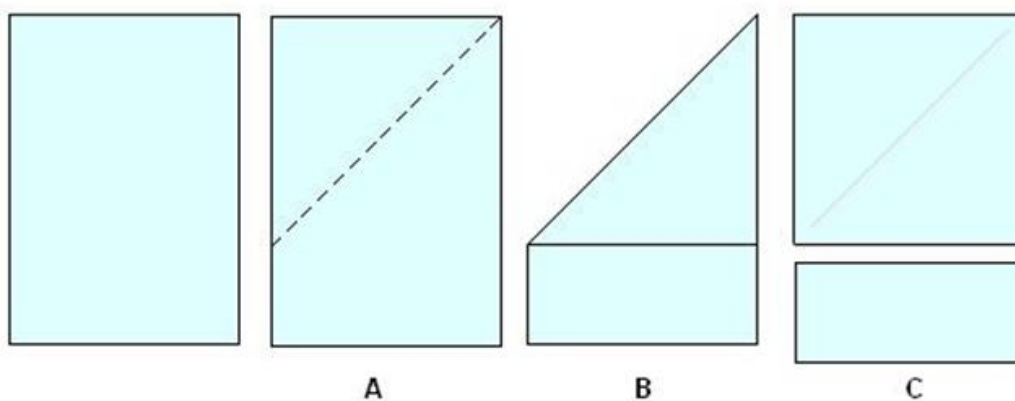
1.

To begin, you need the correct size of paper. Origami paper is always square. It comes in several sizes, but standard sizes include 75 x 75 mm (about 3 x 3 inches), 6-inch squares and 10-inch squares.

If you don't have any origami paper, you can create a square from a regular sheet of 8 ½ by 11 paper by following the steps below. Create a square of paper by following the instructions.

(document use level 2, job task planning and organizing level 1)

Important: - - - - - means “fold”





2.

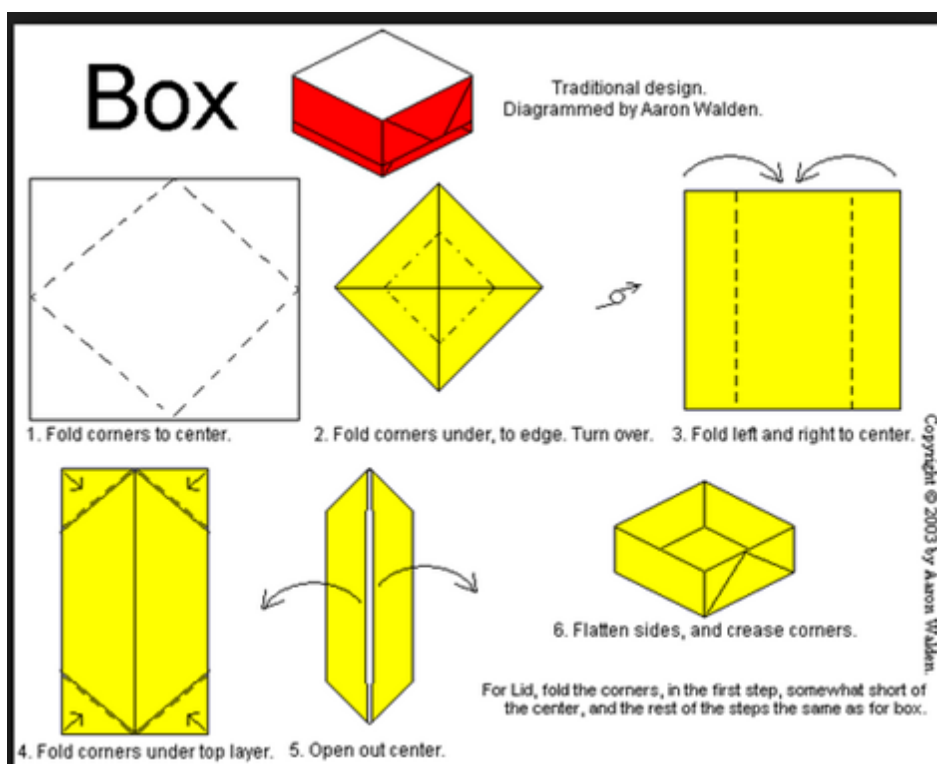
If you were to explain, in words, the steps for creating a square piece of paper, what would you write? Write the steps below.

Which do you think is easier to understand, the instructions as words or the instructions as drawings? Why?

(*job task planning and organizing level 2, critical thinking level 1, writing level 2*)

3.

Follow the instructions in the diagram below to make a basic origami box.
(*document use level 2*)

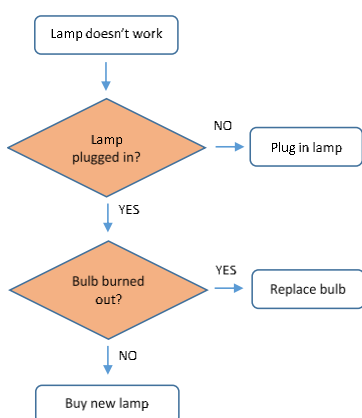




5. GO WITH THE FLOW

IN THESE ACTIVITIES YOU MAY USE THE FOLLOWING BOOSTER:

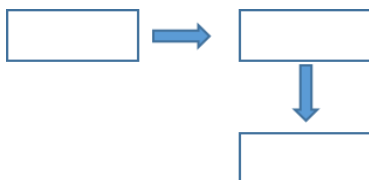
- **FLOWCHARTING**



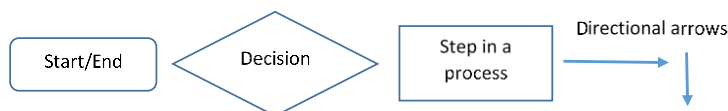
Flowchart:

a type of diagram that represents a process or workflow, showing the steps as boxes of various shapes, and the order of steps by connecting arrows. Flowcharts are designed to be easy to read. They are also intended to show an entire process “at a glance.”

Flowcharts may be constructed using a single basic shape.



Other flowcharts are constructed using shapes that have meaning, in addition to their content. Three common shapes are shown below.

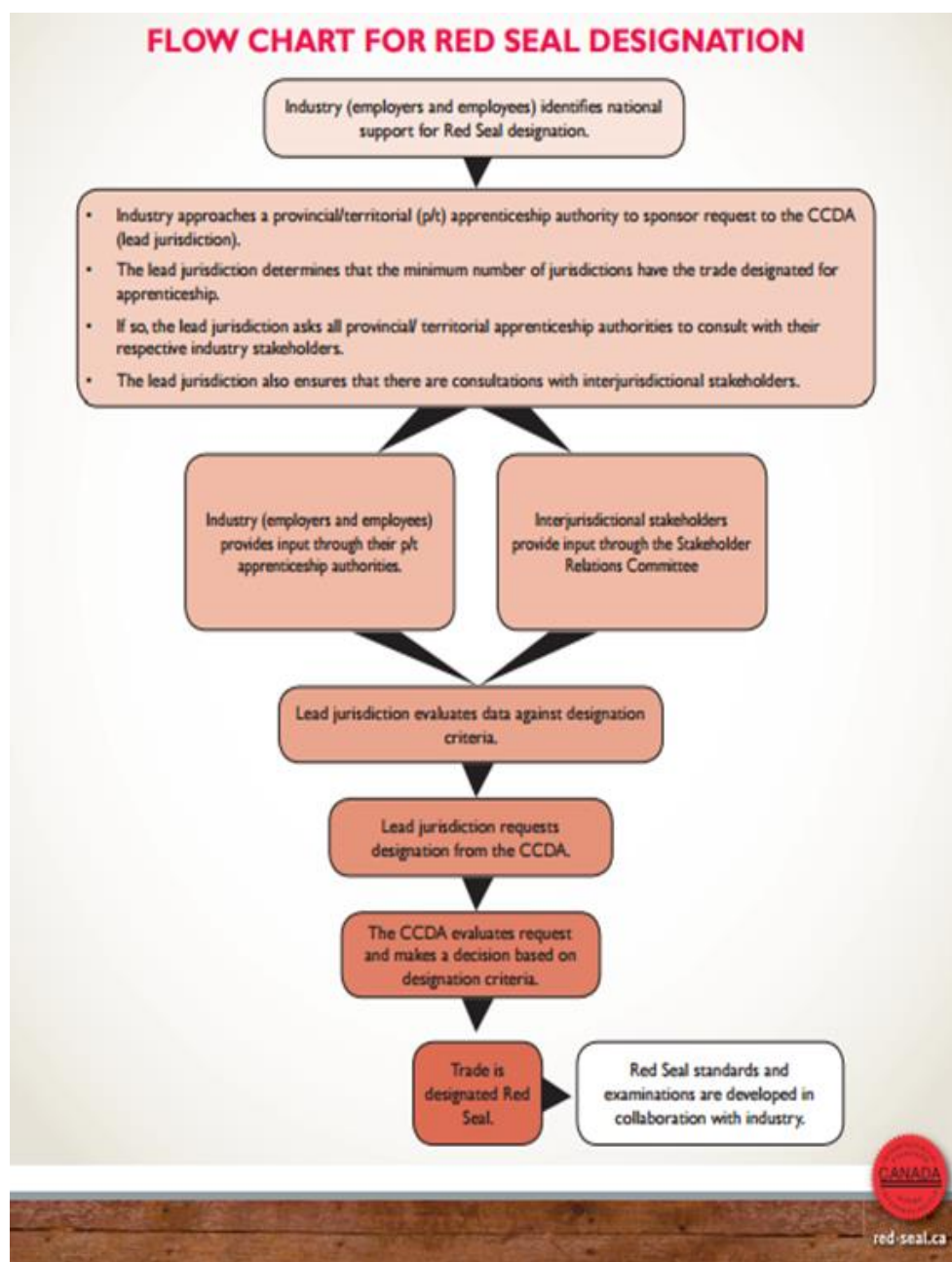


Flow charts commonly use arrows of some sort to indicate the direction in which the information should be read. Some also use colour for added meaning, as in the lamp flowchart above in which decision points are always in orange.



The Red Seal Program is the Canadian standard of excellence for skilled trades. Formally known as the Interprovincial Standards Red Seal Program, it sets common standards to assess the skills of tradespersons across Canada. Tradespersons who meet the Red Seal standards receive a Red Seal endorsement on their provincial/territorial trade certificates. There are currently 56 designated Red Seal Trades.

Check out the Red Seal flowchart below and use the information in the chart to answer the questions that follow.





- 1.** What process is being shown in the flow chart?
(document use level 2)

- 2.** What is the first step in the process?
(document use level 1)

- 3.** How many steps are there in the process?
(document use level 1)

- 4.** How many responsibilities does the lead jurisdiction have in the process? What are they?
(document use level 2)

- 5.** How many different paths are there to develop a Red Seal Standard?
(document use level 1)



GET CHARTING

It's time to create your own flowchart.

(document use level 3, job task planning and organizing level 2)

- STEP 1. Think of something that you know how to do, that takes multiple steps. It might be something common like sorting trash for recycling, or something others may not know how to do like how to replace a broken guitar string, prepare your favourite meal, change a bike tire or find and download apps to a phone.
- STEP 2. Write down the steps in point form. Be sure to include decision points.
- STEP 3. Create a flow chart that identifies the steps required and the order in which they should be done. Use the symbols on page 1 for start/stop, process, and decision, and use the arrows to show the flow.
- STEP 4. Test your flow chart by having a friend follow the steps and see what results they get.

STEPS



Your Flowchart Here





6. FASHION AND BEAUTY IN BEADS

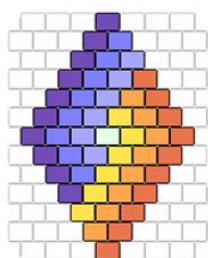


From the Bear-Cree clan on her father's side and from the Pelican Lake First Nation, Helen Oro's beadwork is inspired by the traditional beadwork her family members used to do when she was younger. One of her very popular products is beaded sunglasses.

<http://thestarphoenix.com/life/bridges/helen-oro-cutting-a-figure-with-confidence-in-fashion-world>

Beadwork is precise and, like other areas of fashion technology, it requires the user to have the ability to follow detailed patterns.





The pattern shown on the left is called Brick Stitch. It is popular in the traditional jewellery making of North America, Africa, the Middle East and South America.

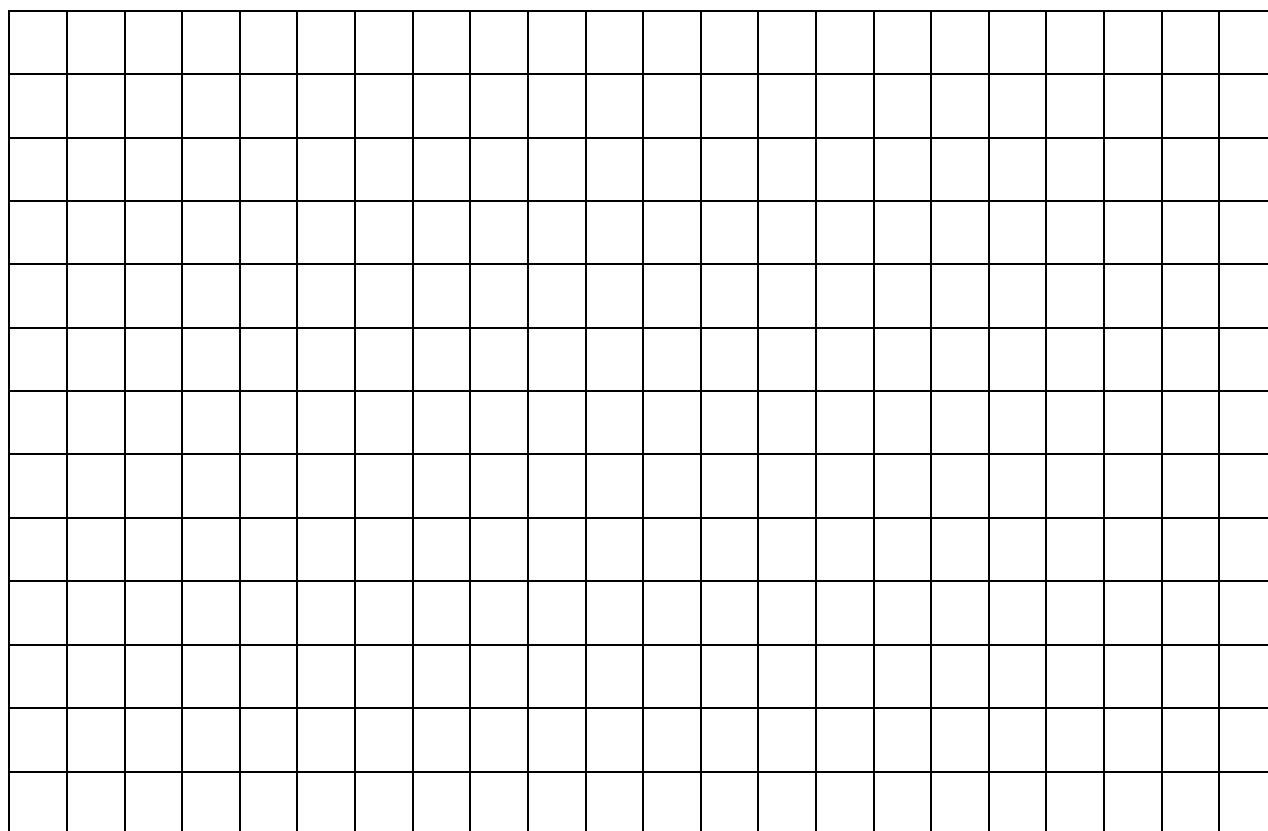
The pattern is called Brick Stitch because individual beads are stacked horizontally – the same way that bricks are stacked in a wall. Follow Steps 1 to 4 below, to create your own bead pattern, in the graph paper provided below and on the next page.

Step 1: Decide on your design

Step 2: Select the number of colours you want to include

Step 3: Draw your design (Tip: you may want to try it in plain pencil first using a letter to mark each colour. R = red, etc.)

Step 4: Calculate how many beads of each colour you would need, to create your design.
(document use level 3, decision making level 3, measurement and calculation level 2)



[illegible]



7. WHAT'S IN A PICTURE?

WEEK	TRAINING PLAN	TRAINING DURATION
1	1 min. RUN, 2 min. walk	21 min.
2	2 min. RUN, 2 min. walk	20 min.
3	3 min. RUN, 2 min. walk	20 min.
4	5 min. RUN, 2 min. walk	21 min.
5	6 min. RUN, 90 sec. walk	20 min.
6	8 min. RUN, 90 sec. walk	18 min.
7	10 min. RUN, 90 sec. walk	23 min.
8	12 min. RUN, 1 min. walk, 8 min. RUN	21 min.
9	15 min. RUN, 1 min. walk, 5 min. RUN	21 min.
10	20 min. RUN	20 min.



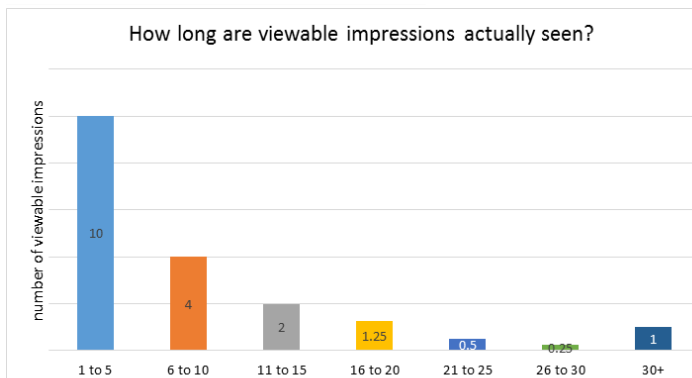
Infographic:

in·fo·graph·ic A visual image such as a chart or diagram, used to represent information or data.
/.infō'grafik/
noun

“a good infographic is worth a thousand words”.

Information graphics or infographics are graphical representations of information, data or knowledge intended to present information quickly and clearly. Infographics have been around for many years and recently the increase of a number of easy-to-use, free tools have made the creation of infographics possible for many people.

(Data by Chartbeat, March 23 2014. <https://chartbeat.com>)



Social media sites, traditional media, marketing and, increasingly, all other occupations are using infographics to get their message across. Being able to “read” infographic documents quickly and accurately is increasingly important.

Research suggests that half of all viewable ads are seen for 1 to 5 seconds only!

10 Seconds and GO!

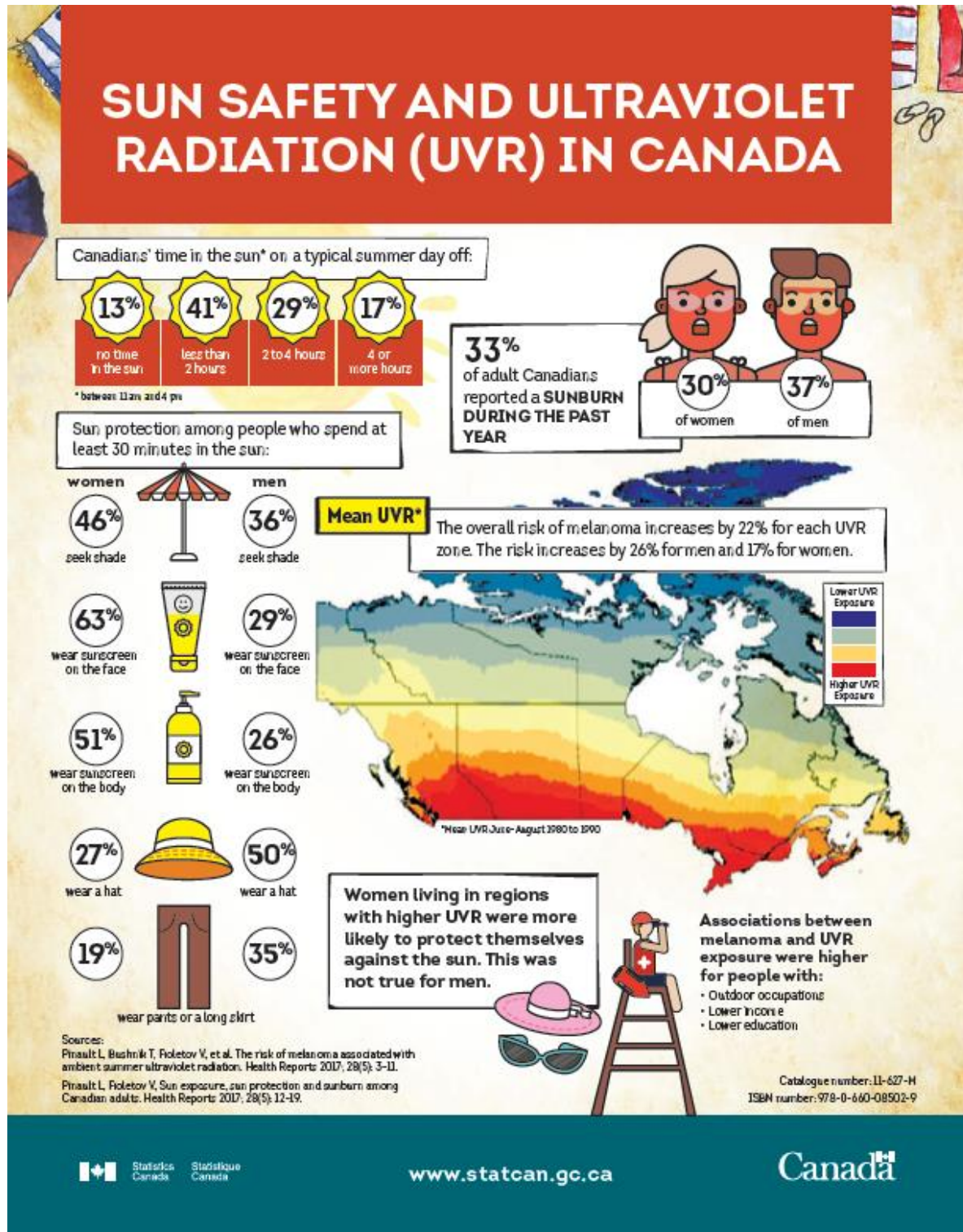


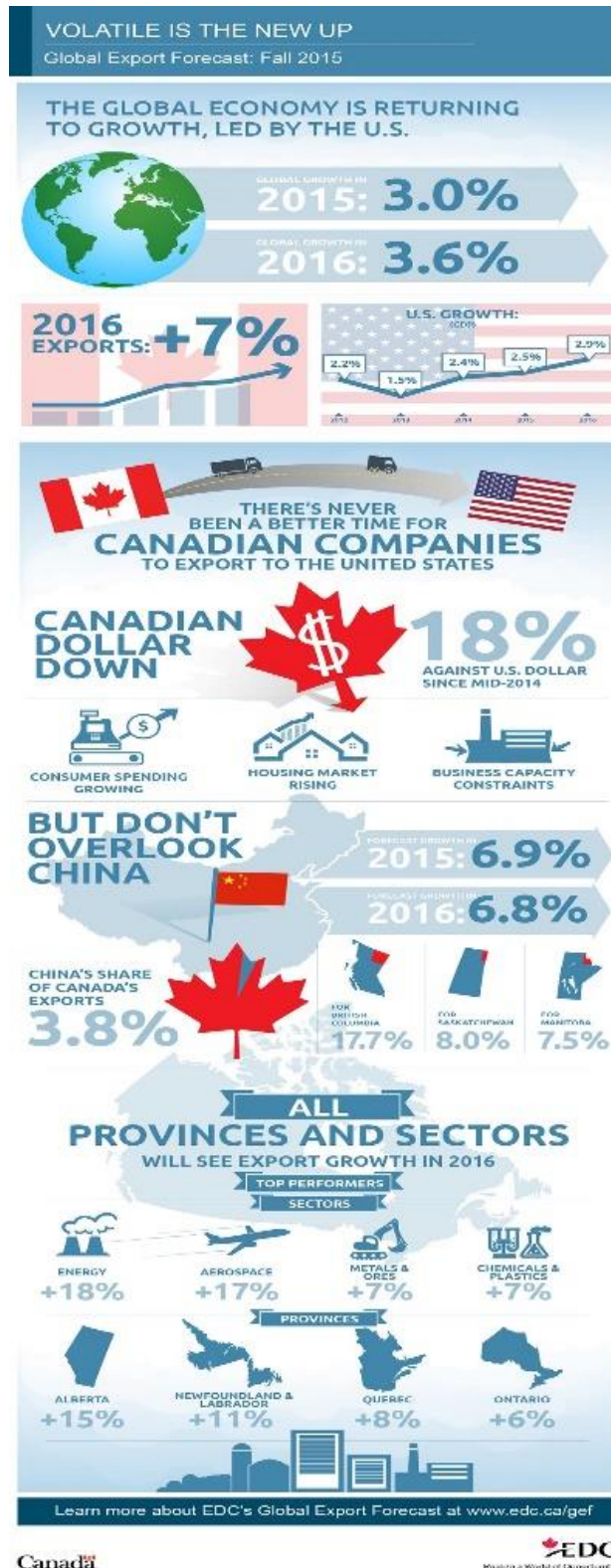
There is one infographic on each of the next three pages. Look at the first infographic for 10 seconds. After 10 seconds, answer the four questions in the table below, without looking back at the infographic. Then do the same for the other two infographics.

(document use level 3, significant use of memory level 1, writing level 2)

Questions	INFOGRAPHIC NAME		
	Sun Safety	Volatile is the New Up	How to Pack Your Bags
What is the key message?			
Who is the intended audience?			
Who is the sponsor of the message?			
What is the “call to action”?			

*Call to action = an instruction or implied instruction, especially in marketing materials. It is what the author wants you to do, in reaction to an infographic or other information.





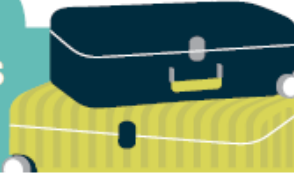


TIPS TO BREEZE THROUGH SECURITY



How to Properly Pack Your Bags

What can I bring in my carry-on bag?



Small electronics
Smartphone, tablet, e-reader and camera.



Laptop computer
Unpack it and place it in the bin at the checkpoint.



Metal items
Put coins, keys, watches and large jewellery in your carry-on to **avoid setting off the walk-through metal detector alarm.**



Personal items
Disposable razors, tweezers, nail clippers, knitting needles are all permitted in your carry-on.



Pocket knives and similar sharp items must go in checked baggage or be left at home.

The
100 ml
Rule

Liquids, aerosols and gels
such as personal toiletries and some food items can go in carry-on if:

- Containers are 100 ml or less
- All fit in one 1 L clear, resealable plastic bag



Be ready to place your single 1 L bag in the bin for inspection.

Certain items are exempt from the 100 ml limit.

Exceptions to the 100 ml Rule



Baby Food/Drink



Breast Milk



Liquids for Diabetics



Medication

You can have more than 100 ml of these items but be ready to show them to the screening officer for inspection.

Bottled water, coffee and other beverages are **not permitted** through security. Instead, plan to:

- Bring an empty reusable container
- Get a beverage once past security



Permitted Food

Solid food items such as sandwiches, fruit and granola bars are permitted in carry-on when travelling within Canada.



Unpermitted Food

All non-solid foods over 100 ml, including jellied, mashed and pureed foods or those mixed in a sauce must go in checked baggage. Examples include: jams, honey, peanut butter, smoothies and stews.



NEED MORE INFO? Tweet or call us!
@catsa_gc or 1-800-OCANADA (1-800-622-6232)

Visit us online! www.catsa.gc.ca/whatcanbring or download our app : www.catsa.gc.ca/mobile-app

Breeze through security

Canada

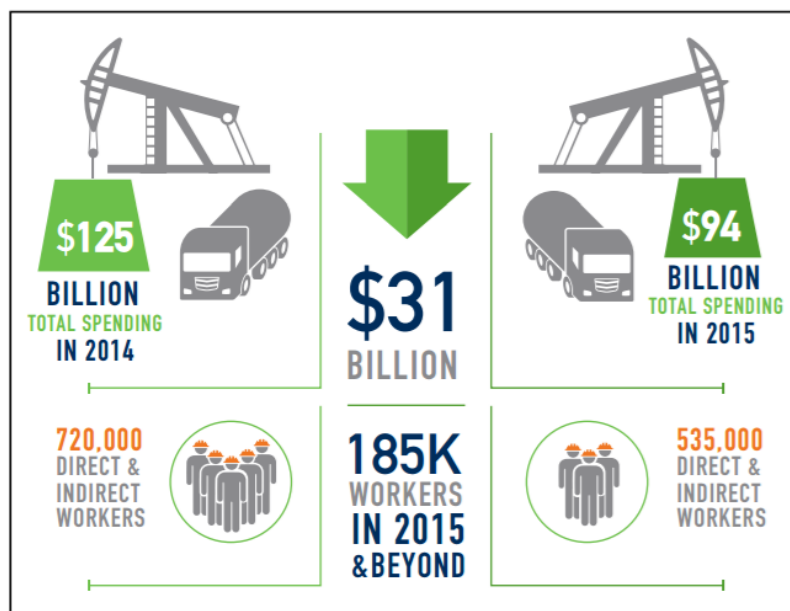




Employment Information

In Canada, the oil and gas industry is a significant contributor to the overall economy. It is also an industry that is impacted by many factors it cannot control such as world demand for oil and available supply worldwide. When outside factors affect the industry, the industry reacts by changing how it does work and how much work it does.

Use the information in the infographic below, to answer the questions that follow.



Howes, C. (2015). Oil and gas industry spending and resulting employment impacts on falling oil prices and decreased industry spending. (p.4) Calgary, AB: Enform

1.

How much less did the industry spend in 2015 than in 2014?
(document use level 2, measurement and calculation level 1)

2

How many workers were employed in, or affected by, the oil and gas industry in 2014?
(document use level 2)



3. What is predicted for employment in the industry from 2015 onward?
(*document use level 2*)

4. Create a title for this infographic.
(*document use level 3*)



Understanding fonts – and how people react to fonts – is an important part of infographic design and information technology.



Graphic Designers use images, print styles and visual effects to communicate their message clearly and persuasively.



Web Developers prepare designs, sketches, illustrations, layouts and visual images to communicate information clearly, precisely and persuasively for their clients.



Working in Film and Video Production includes developing and editing film, producing storyboards, and videotaping or audio recording on tape or disc.

Use the infographic about fonts, found on page 70, to answer the questions below.

1.

How many font types are described in the poster?
(document use level 3)

2

What are three things designers have to consider about their audience when selecting a font?
(document use level 3)

3.

The word “sans” is a French word that means “without”. Sans-serif and serif fonts look different to one another. What do you think “serif” means?
(document use level 3)



4. Which font suggests reliability?
(*document use level 2*)

5. What font should you use if you want people to think your product is strong?
(*document use level 1*)

6. What font type should you use if you want people to think your business is stable or modern?
(*document use level 2*)



<https://www.crazyegg.com/>



CREATE YOUR OWN INFOGRAPHIC!

Now it's your turn. Pick a topic or idea that interests you and create your own infographic about it.

You can use any format you want: pie chart, graph, drawing, anything you think works. It's up to you!
(document use level 3, problem solving level 2)

Remember that to be effective an infographic should meet these requirements:

- Have one clear message
- Be appropriate to your target audience
- Be simple to understand
- Be eye-catching

To meet the requirements ask yourself the following four questions as you create your design.

1. What are you trying to say?
2. Who are you giving the message to?
3. Can the message be understood at a glance?
4. Is your infographic visually interesting?

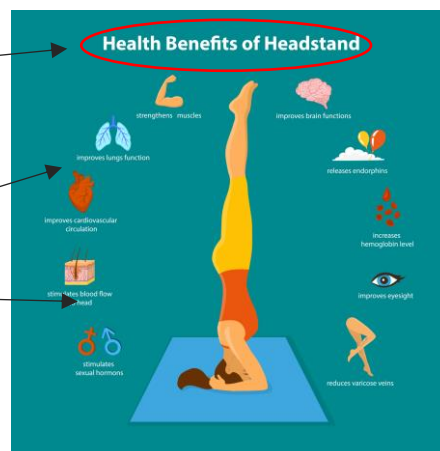
Here's an Example

One clear message

Aimed at people who exercise –
especially yoga

Details at a glance

Good use of colour and design

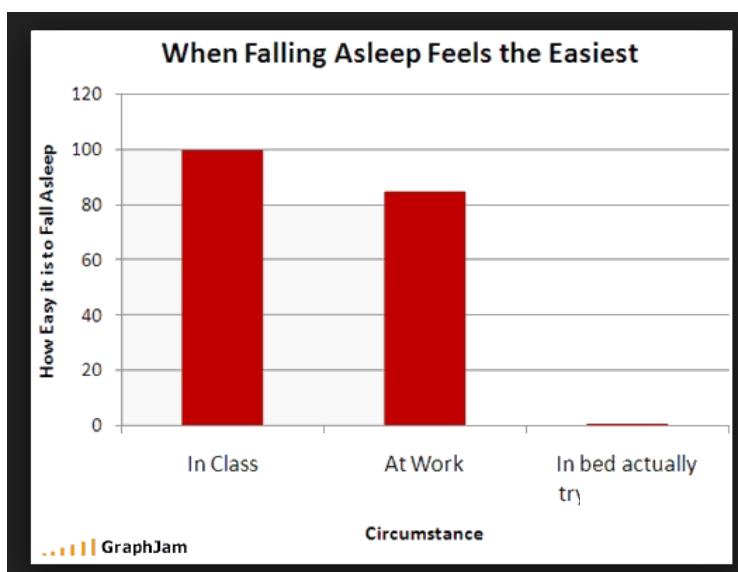








8. TIMEPIECES



(Joe Peach 2012)

Time management is also an expression we hear a lot. Sometimes we use our time efficiently and sometimes we squander it. Are you wise with your time?

*Time keeps on slippin, slippin, slippin
Into the future*

Fly Like an Eagle

Steve Miller Band

Number 2 on the Billboard Hot 100 chart

Week of March 12, 1977



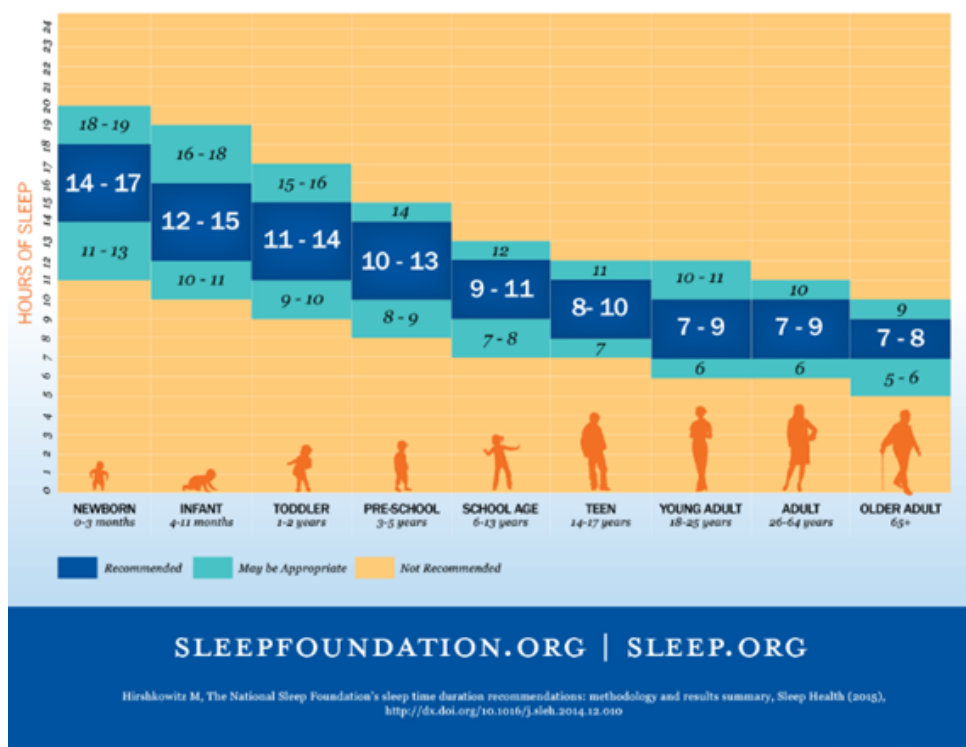
Sleep is an important aspect of our personal health and a significant factor in workplace health and safety.

Many people do not get enough sleep to be healthy and to be safe and productive on-the-job.



Using the table developed by the National Sleep Association, answer the questions that follow to learn a bit about how much sleep we need at different times in our lives.

SLEEP DURATION RECOMMENDATIONS



1. How many hours of sleep are recommended for teens?
(document use level 2)

2. What two groups need the same amount of sleep?
(document use level 2)



3. What group needs the least amount of sleep?
(document use level 2)

4. What is the minimum number of hours recommended for any group?
(document use level 1)

5. According to the chart, is it possible to sleep too much? How does the chart give you that information?
(document use level 2)

6. Now locate your group on the chart and answer these three questions.

1. What is the minimum number of hours you should sleep each night?
2. If you have to get up at 7:00 a.m., what time should you go to sleep?
3. Complete the timetable to reflect your sleep habits.

(document use level 2, measurement and calculation level 2)

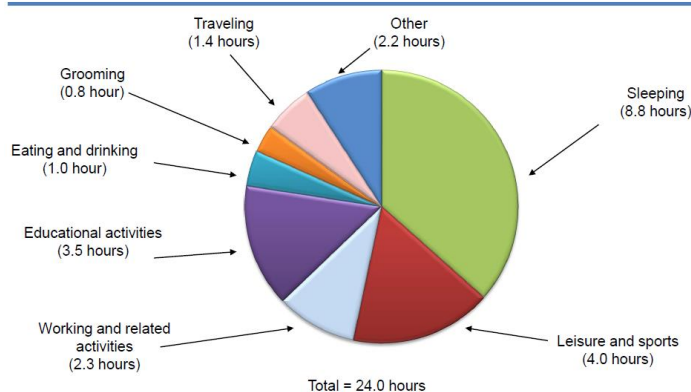
TIMETABLE		Usual sleep time	Usual wake time	Number of hours of sleep
1.	Recommended # of hours			
2.	Actual weekday			
3.	Actual weekend			



It is easy for time to slip away, used in unproductive ways, when we are not aware of how we spend it. Just like tracking our finances, we can track our time and improve on gaps we may have in our management of time. Good time management skills make everything in life easier - and make us much more valued employees.

Pie charts are very useful documents for showing proportional information clearly and quickly. They are used to divide data into slices that indicate the size of some data relative to other data. It is the arc on the outside end of the slice that indicates the size of the slice. Pie charts are used when the total of the parts is 100%

Time use on an average weekday for full-time university and college students



NOTE: Data include individuals, ages 15 to 49, who were enrolled full time at a university or college. Data include non-holiday weekdays and are averages for 2011-15.

SOURCE: Bureau of Labor Statistics, American Time Use Survey

1.

Use the information in the pie chart, and estimates of your own time, to complete the table below. Compare the time spent by the average student to how you spend your time, on an average weekday. Any changes you'd like to make?

(document use level 2)

Weekday Activity	Average Student	You
Sleeping		
Leisure		
Working		
Education		
	1.1	
	0.8	
	1.5	
Other		
Total	24 hours	24 hours



2.

In the previous question, you were asked to look at the You column after completing it and to think about whether there are changes you would like to make in the way you are using your daily time.

Now, to help you make those changes, you will create side by side pie charts. Having a visual display, instead of just words, will give you an easy-to-use reminder of changes you want to make.

For the [How I Use My Time](#) pie chart, use the data in the You column of the data table above to create a chart that shows your estimates of how you currently use your weekday time.

On the other side of the page create your [How I Would Like to Use My Time](#) chart to show changes you would like to make in how you use your time.

In order to create the pie chart, you need to determine what percentage of the 24 hours is taken up for each activity. Then you will estimate the size of the slices you will draw to illustrate the amount of time you spend on each activity.

To calculate the percentage:

Divide 24 into the number and multiply by 100

For example - sleeping uses 8.4 hours out of 24 hours

$$8.4/24 \times 100 = 33.3\%$$

Don't be afraid to use colours in your chart. Colour is very helpful when 'reading' charts.
([document use level 3](#), [numeracy level 2](#))

YOUR PIE CHARTS HERE

How I use my time

How I would like to use my time



9. STAYIN' ALIVE



Personal Protective Equipment (PPE):
equipment or clothing worn to reduce exposure to hazards in the workplace

PPE does not:

- remove or reduce the hazard; it only reduces the exposure
- replace effective engineering or administrative control methods

PPE does:

- provide a last line of defense when a hazard cannot be removed or adequately controlled

PPE you may use will depend on the where you work and what you are doing. Common PPE includes:

Hard hats
Safety glasses
Work boots
Gloves

Hearing protection
Protective clothing
High visibility clothing
Respirators

Proper selection, use and care of PPE are important to ensure the proper level of protection.



Product labels always include a precautionary statement, if there are any hazards in the product.

Precautionary Statement: A phrase (and/or pictogram) that describes what to do, to minimize or prevent problems a user might experience from exposure to, or improper storage or handling of, a hazardous product.

1.

The WHMIS label below is for Methanol. Find the information related to safety and identify how many types of PPE the worker should wear when using the product. List them.
(document use level 2)

<p>METHANOL DANGER POISON FLAMMABLE VAPOUR HARMFUL MAY CAUSE BLINDNESS IF SWALLOWED</p> <p>Keep away from heat, sparks and flame. No smoking. Container must be grounded when being emptied. Vapour may travel long distance. Avoid contact with eyes and skin. Do not inhale vapours or mist. Do not take internally. Harmful if absorbed through the skin.</p> <p>FIRST AID: In case of contact, immediately flush eyes and skin with plenty of water for at least 15 minutes. If swallowed, induce vomiting by sticking finger down throat, or by giving soapy water to drink. Repeat until vomit is clear. If affected by vapour, move to fresh air. If breathing has stopped, apply artificial respiration.</p> <p>GET MEDICAL ATTENTION IMMEDIATELY.</p> <p>PRECAUTIONS: Wear chemical-goggles and resistant gloves. Wash thoroughly after handling. Use with enough ventilation to keep below TLV. Keep container closed. Never use pressure to empty container.</p>	<p>MÉTHANOL DANGER POISON INFLAMMABLE VAPEURS NOCIVES PEUT PROVOQUER LA CÉCITÉ, SI AVALÉ</p> <p>Garder loin de la chaleur, des étincelles et des flammes. Ne pas fumer. Brancher le contenant à une prise de terre avant de le vider de son contenu. Les vapeurs peuvent s'étendre sur de longues distances. Éviter tout contact avec les yeux et la peau. Ne pas respirer les vapeurs. Ne pas absorber. Nocif si absorbé par la peau.</p> <p>PREMIERS SOINS: En cas de contact avec les yeux ou la peau, laver à grande eau pendant au moins 15 minutes. Si avalé, provoquer le vomissement en introduisant un doigt dans la gorge ou en faisant absorber de l'eau savonneuse à la victime. Répétez jusqu'à cessation du vomissement. Sortir au grand air, si indisposé par les vapeurs. Si la respiration est interrompue, recourir à la respiration artificielle.</p> <p>OBTENIR DES SOINS MÉDICAUX IMMÉDIATS.</p> <p>PRÉCAUTIONS: Porter des lunettes protectrices (pour produits chimiques) et des gants résistants. Se laver minutieusement après usage. Utiliser dans un endroit bien aéré, afin de maintenir un niveau de vapeurs tolérable. Garder le contenant fermé. Ne jamais user de pression en vidant le récipient.</p>
--	---

SEE MATERIAL SAFETY DATA SHEET FOR PRODUCT
VOIR FICHE SIGNALÉTIQUE

ABC Company
Anytown, Ontario Telephone 123-4567

HINT: Usually PPE information is included in the *Precaution or Precautionary Statement*, but the need for additional PPE may also be suggested or indicated elsewhere in the label.



Selecting PPE

The table below lists the names of some commercial products that are used in making PPE clothing (e.g. gloves, aprons, vests, suits). The list gives the trade name, name of the manufacturer, a brief description of the material and examples of what kinds of personal protective clothing are made from the material.



Use the information in the table to answer the questions that follow.

Trade Name of Material Used	Manufacturer	Description
ChemMax®	Lakeland	4 levels of chemical protective suits. Each level constructed with a fabric and barrier film. Provides protection for manufacturing, clean up, and chemical handling environments.
Interceptor®	Lakeland	Manufactured to both NFPA 1991 and CE type 1 requirements. Available in encapsulated and non-encapsulated configurations. Use for protection from gas, vapor, aerosol, liquids, harmful contaminants or particulate protection.
Kevlar®	DuPont	Aramid (aromatic polyamide) fibre - textile fiber used in protective clothing for resistance to cuts, heat, bullets or flying fragments.
Nomex®	DuPont	High-temperature-resistant aramid (aromatic polyamide) fibre; resistant to a wide range of industrial chemicals and solvents.
SARANEX™	Dow Chemical Company	Barrier films are multilayered plastic films that combine two or more polymers to form a layered film. Barrier layer is SARAN resin.
Teflon®	DuPont	Fluorocarbon polymers made from tetrafluoroethylene (TFE) or from a mixture of tetrafluoroethylene and hexafluoropropylene. Has chemical and thermal resistance but poor physical strength properties; is combined with other materials in protective clothing.
Trellchem®	Ansell	A range of chemical protective suits. Made with a polyamide fabric coated with different materials for the outside and inside layers. Protection against exposure to wide range of chemicals.
Tychem®	DuPont	Protection against exposure to wide range of chemicals. Tear and puncture-resistant.
Tychem® Responder®	DuPont	Multi-barrier film material. Offers permeation resistance to a broad range of chemicals. Various garment styles.
WorkMaster®	Draeger	Suits made of the material HIMEX®. Material provides chemicals and mechanical resistance.



- 1.** Which company provides the largest number of materials to select from? How many materials does it provide?
(document use level 2)

- 2.** What material(s) provides the best protection when working with high heat? What words tell you that?
(document use level 2)

- 3.** To what standards is Interceptor produced?
(document use level 2)

- 4.** Which products provide good resistance to tearing and holes? What words tell you that?
(document use level 2)

- 5.** What is the weakness of Teflon? How is the weakness managed?
(document use level 2)



6. How many polymers are in Saranex?
(document use level 2)
7. What material is best for persons working in policing or the military? Explain your choice.
(document use level 2)

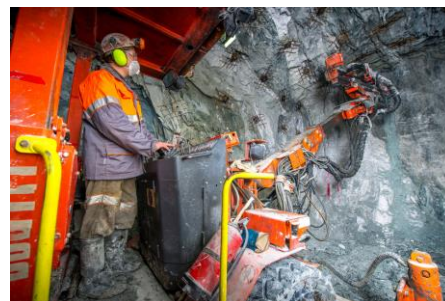


Dress to Live

In Canada, there are nearly five deaths on the job every workday. That's about 1,000 people each year who don't get home from work at the end of the day. In addition, every work day there are about 15.5 cases of work-related injuries for every 1,000 working Canadians.

Canada's five most dangerous industries are:

1. Fishing and Trapping
2. Mining, Quarrying and Oil Wells
3. Logging and Forestry
4. Construction
5. Transportation and storage



People and organizations involved in health and safety are always working on new initiatives to make work safer, but workers also need to be aware of risks and take the precautions they know are available to help keep them safe.

There are nine categories of PPE. They are listed below with a few examples of each.

Respiratory protection
(supply air, purify air)

Eye protection
(goggles, shields, visors)

Hearing protection
(ear plugs, ear muffs)

Hand protection
(gloves, barrier creams)

Foot protection
(steel-toed boots)

Head protection
(helmets, caps, hoods, hats)

Working from heights
(harness, fall-arrest device)

Skin protection
(clothing, sun screen)

Other protection
(PPE for specific tasks e.g.
leather clothing for welding)



1.

Your task is to identify the appropriate PPE the construction electrician shown on the next page, so that the worker will be safe on the job described below.



The steps to complete the task are:

1. Research the types of injuries common to construction electricians and in the described workplace
2. Cross-reference to the types of PPE that would be most useful in helping to prevent the identified injuries
3. Create a list of any PPE you think is required
4. Indicate on the figure on the next page, what PPE will be worn, and the purpose for the PPE

Hard hat is done for you as an example
(*document use level 3*)

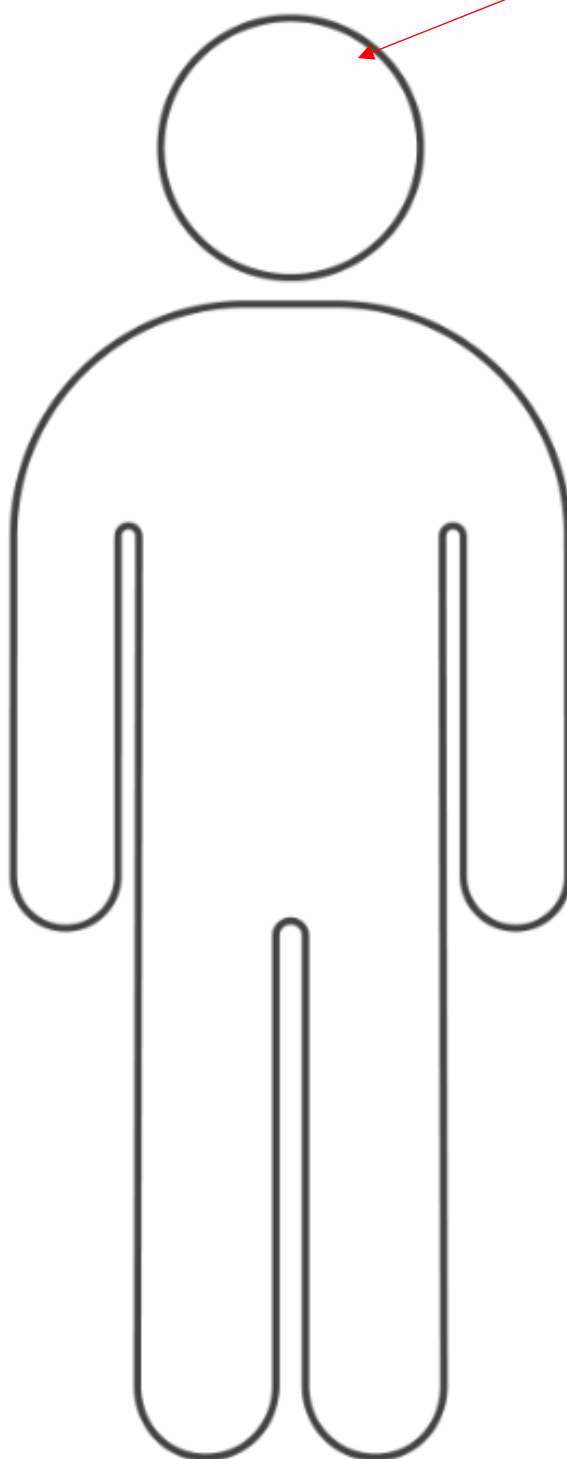
WORK SITUATION

The electrician is working on a project requiring wiring to be installed along the side of a mine shaft. The shaft is rough rock on all surfaces. It is not unusual for the miners to have bruises and cuts if they are not well protected by their PPE.

The shaft is deep and while the air quality is usually quite good, dust particles can be a problem. The temperature in the area where the electrician will work is expected to be cold, possibly just above 0°C.

There is a great deal of equipment in the shaft. Some is stored along the sides and some is moved back and forth along the shaft on a narrow “road” that has been constructed. It is very noisy

The electrician will be installing electrical cable to power air conditioners and high powered lamps to provide the miners with good visibility. The cables will be installed near the top of the walls, which are 9 m high. Scaffolding has been set up for the electrician to work from.



Low-profile hard hat to help prevent head injuries due to impact from falls or other events. May have a bracket to hold a head lamp and a cord holder



10. CHEMICAL CAUTION



Workplace
Hazardous
Materials
Information
System

+

Personal
Protective
Equipment

In Canada, Workplace Hazardous Materials Information System (WHMIS) legislation requires that products used in the workplace that meet the criteria to be classified as hazardous, must be properly labelled.

Product labels are the first thing to alert a user to any hazards associated with a product. The labels also outline the basic precautions or safety steps that should be taken including describing what PPE should be worn – if any.

Look at the Product K1 label and then answer the three questions that follow.



Product K1 / Produit K1



Danger

Fatal if swallowed.
Causes skin irritation.

Precautions:

Wear protective gloves.
Wash hands thoroughly after handling.
Do not eat, drink or smoke when using
this product.

Store locked up.
Dispose of contents/containers in
accordance with local regulations.

IF ON SKIN: Wash with plenty of water.
If skin irritation occurs: Get medical
advice or attention.
Take off contaminated clothing and
wash it before reuse.
IF SWALLOWED: Immediately call
a POISON CENTRE or doctor.
Rinse mouth.

Danger

Mortel en cas d'ingestion.
Provoque une irritation cutanée.

Conseils :

Porter des gants de protection.
Se laver les mains soigneusement après manipulation.
Ne pas manger, boire ou fumer en manipulant
ce produit.

Garder sous clef.
Éliminer le contenu/récipient conformément aux
règlements locaux en vigueur.

EN CAS DE CONTACT AVEC LA PEAU : Laver
abondamment à l'eau.
En cas d'irritation cutanée : Demander un avis
médical/consulter un médecin.
Enlever les vêtements contaminés et les laver
avant réutilisation.
EN CAS D'INGESTION : Appeler immédiatement un
CENTRE ANTIPOISON ou un médecin.
Rincer la bouche.

Compagnie XYZ, 123 rue Machin St, Mytown, ON, N0N 0N0 (123) 456-7890



1. What are three things you should not do when working with Product K1?
(document use level 2)

2. What kind of PPE should you use with K1?
(document use level 1)

3. What should you do if you get K1 on your clothing?
(document use level 2)



Turn to the next page to take a closer look at labels.



Why All the Fuss About Labels?

Product labels are critical for keeping all of us safe at work. No matter where you work, there will be some substances that could be dangerous, if they are used or stored incorrectly.

If you use unlabelled products, you do not know if you might be putting yourself and others at risk.

The Canadian Centre for Occupational Health and Safety says:

— NEVER USE UNLABELLED PRODUCT —
Never assume you know what it is.
Ask your teacher or supervisor to identify the contents and create a
workplace label before using the product.

How Labels “talk” to us

Design features and words and symbols work together to deliver the message on a label.

Design Features include:

- Bolded words or letters
- Words with letters ALL IN CAPITALS
- Words or letters or sections that are colour coded
- Punctuation like an exclamation mark!
- Top half of the label
 - explains how to use the product safely
- Bottom half of the label
 - explains first aid procedures, in case the product is not used safely

Words and Symbols include:

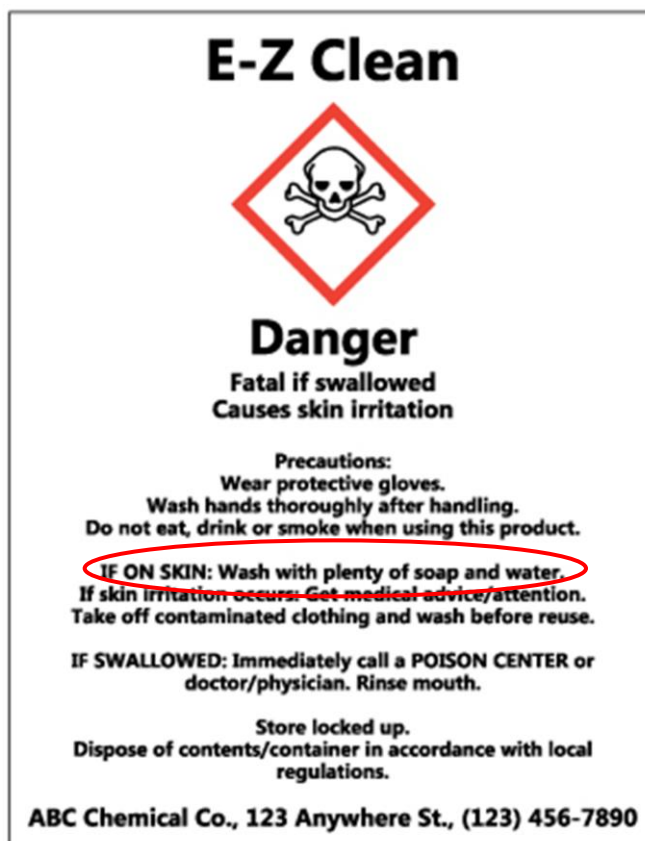
- WHIMS symbols indicating the type of hazard i.e. flammable, poisonous, etc.
- Action words (verbs) that tell us what to do i.e. flush, wash, remove, give/don't give, contact, etc.
- Parts words (nouns) that tell us what to treat or manage i.e. eyes; skin; poison centre
- How words (manner or way) i.e. to fresh air; water to dilute, etc.
- Time words (when) i.e. immediately; before using again; as soon as possible
 - If the time frame is not give, assume it is immediately



Example

What does the E-Z Clean label say to do first if the product comes in contact with skin?

(Action) wash
(Part) skin
(How) with plenty of soap & water
(Time – not given so assume immediately) immediately



Supplier labels in Canada must be available in English and French (as one bilingual label, like the K1 label), or as two labels available, one in each language.

Look at the next page to see what else labels tell us.



WHMIS 2015 Labels

1 Product Identifier

The product name exactly as it appears on the container and on the Safety Data Sheet (SDS).

2 Hazard Pictograms

Hazard pictograms, determined by the hazard classification of the product. In some cases, no pictogram is required.

3 Signal Words

"Danger" or "Warning" are used to emphasize hazards and indicate the severity of the hazard.

4 Hazard Statements

Brief standardized statements of all hazards based on the hazard classification of the product.

5 Precautionary Statements

These statements describe recommended measures to minimize or prevent adverse effects from exposure to the product, including protective equipment and emergency measures.

6 Supplier Identifier

The company which made, packaged, sold or imported the product, and is responsible for the label and SDS.

7 Safe Handling Precautions

May include pictograms or other supplier label information.

8 Reference to SDS

If available.

Supplier Label

1 Product K1 / Produit K1



3 Danger

Fatal if swallowed.
Causes skin irritation.

Danger

Mortel en cas d'ingestion.
Provoque une irritation cutanée.

5 Precautions:

Wear protective gloves.
Wash hands thoroughly after handling.
Do not eat, drink or smoke when using this product.

Store locked up.
Dispose of contents/containers in accordance with local regulations.

Conseils :

Porter des gants de protection.
Se laver les mains soigneusement après manipulation.
Ne pas manger, boire ou fumer en manipulant ce produit.

Garder sous clef.
Éliminer le contenu/récipient conformément aux règlements locaux en vigueur.

IF ON SKIN: Wash with plenty of water.
If skin irritation occurs: Get medical advice or attention.
Take off contaminated clothing and wash it before reuse.
IF SWALLOWED: Immediately call a POISON CENTRE or doctor.
Rinse mouth.

EN CAS DE CONTACT AVEC LA PEAU : Laver abondamment à l'eau.
En cas d'irritation cutanée : Demander un avis médical/consulter un médecin.
Enlever les vêtements contaminés et les laver avant réutilisation.
EN CAS D'INGESTION : Appeler immédiatement un CENTRE ANTIPOISON ou un médecin.
Rincer la bouche.

6 123 Chemical Co., 123 Anywhere St., Mytown, ON NON ONO (123) 456-7890

Workplace Label*

1 Product K1

Danger

Fatal if swallowed. Causes skin irritation.

Wear protective gloves (neoprene). Wash hands thoroughly after handling. Do not eat, drink or smoke when using this product.

8 See SDS for more information.

*Requirements may vary – consult your local jurisdiction for their requirements.



CCOHS.ca
Canadian Centre for Occupational Health and Safety

1-800-668-4284



WHMIS.org



1.

You are going to create your own supplier label for a new product: a lacquer that can be used to protect snowboards.

INSTRUCTIONS

Your label should include all the elements presented: design features, appropriate words and symbols, legally required precautionary and first aid instructions, and any other relevant information.

You may create it in English or French, or both. The WHIMS pictograms are provided in English and French after page 97.

1. Give your product a name
2. Create the rest of the label based on the product information below.
3. Identify all the hazards in the product information. Then choose the appropriate WHIMS symbol to include for each one.

Product Information:

- There is a SDS for the product
- Use with caution in a well ventilated area
- Do not spray near fire or open flame
- Do not store above 40°C
- Do not puncture the can
- Highly flammable – liquid and vapour
- May be fatal if swallowed
- Causes damage to liver or nervous system if exposure is prolonged
- Causes skin and eye irritation
- Might cause drowsiness
- If swallowed call the poison centre right away
- Flush eyes with water for at least 15 minutes, if in contact
- Wash skin with soap and water; see a doctor if a rash develops
- Keep out of reach of children
- Lacquer Wonder Co.
1755 Downtown Street
Somewhereville, AB T3T 4Y7
P: 780 770 0000



YOUR LABEL HERE





WHMIS Pictograms

Workplace Hazardous Materials Information System

2015

Flame

Flammable
Self-Reactive
Pyrophoric
Self-Heating
In Contact with Water,
Emits Flammable Gases
Organic Peroxide

Skull and Crossbones

Acute Toxicity
(fatal or toxic)

Biohazardous

Biohazardous Infectious
Materials

Health Hazard

Carcinogenicity
Respiratory Sensitization
Reproductive Toxicity
Specific Target Organ
Toxicity
Germ Cell Mutagenicity
Aspiration Hazard

A GHS pictogram appropriate for the hazard

Physical Hazards Not Otherwise Classified
Health Hazards Not Otherwise Classified

Flame over Circle

Oxidizer

Exploding Bomb

Explosive*
Self-Reactive (severe)
Organic Peroxide (severe)

Gas Cylinder

Gas Under Pressure

Corrosion

Serious Eye Damage
Skin Corrosion
Corrosive to Metals

Exclamation Mark

Irritation (skin or eyes)
Skin Sensitization
Acute Toxicity (harmful)
Specific Target Organ
Toxicity
(drowsiness or dizziness,
or respiratory irritation)
Hazardous to the
Ozone Layer*

Environment

Aquatic Toxicity*

NOTE: No pictogram is assigned to some hazard classes e.g., Combustible Dusts and Simple Asphyxiants, and some less severe hazard categories.

*Not required by WHMIS, but may be used.





Pictogrammes du SIMDUT

2015

Système d'information sur les matières dangereuses
utilisées au travail (SIMDUT)

Flamme

Inflammable
Autoréactive
Pyrophorique
Auto-échauffant
Dégage des gaz
inflammables au
contact de l'eau
Peroxyde organique

Tête de mort sur deux tibias

Toxicité aiguë
(danger mortel ou toxique)

Danger biologique

Matières infectieuses
présentant un
danger biologique

Danger pour la santé

Cancérogénicité
Sensibilisation respiratoire
Toxicité pour
la reproduction
Toxicité pour certains
organes cibles
Mutagénicité pour les
cellules germinales
Danger par aspiration

Pictogramme SGH approprié au danger

Dangers physiques non classifiés ailleurs
Dangers pour la santé non classifiés ailleurs

Flamme sur un cercle

Comburant

Bombe explosant

Explosif*
Autoréactive (danger aigu)
Peroxyde organique
(danger aigu)

Bouteille à gaz

Gaz sous pression

Corrosion

Lésions oculaires graves
Corrosion cutanée
Corrosif pour les métaux

Point d'exclamation

Irritation
(cutanée ou oculaire)
Sensibilisation cutanée
Toxicité aiguë (nocif)
Toxicité pour certains
organes cibles
(sommolence ou vertiges
ou irritation des voies
respiratoires)
Danger pour la couche
d'ozone*

Environnement

Toxicité pour organismes
aquatiques*

NOTE : Il n'y a pas de pictogrammes spécifiques d'attribués à certaines classes de dangers, telles que les poussières combustibles et les asphyxiants simples, ainsi qu'à certaines catégories de dangers moins sévères.

* N'est pas prescrit par le SIMDUT, mais peut être utilisé.



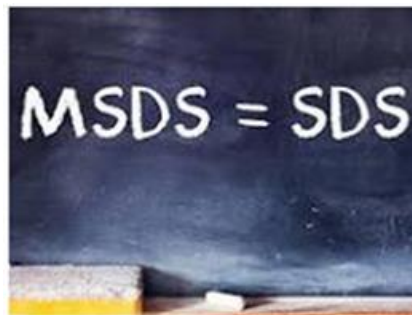


11. THE DANGERS OF BEAUTY



Car painters and auto body technicians may be exposed to health and environmental risks on the job. Because of the potential health hazards, it is really important for people who work in the field to be educated in the correct use, storage, and disposal of hazardous chemicals, as well as to be trained in proper safety procedures.

Product labels are the first alert to a user that there are hazards associated with a product, but it is the document known as the Safety Data Sheet (SDS) (may be called a Material Safety Data Sheet (MSDS) that provides the critical, detailed information and safety precautions workers need to stay safe and healthy.



SDSs are usually written by the manufacturer or supplier of the product and they are *required for any product labelled as hazardous*.



SDSs are found in any workplace using hazardous products. They tell users:

- what the hazards of the product are
- how to use the product safely
- what to expect if the recommendations are not followed
- how to recognize symptoms of exposure
- what to do if emergencies occur

There is a lot of information in a SDS document but it is important to navigate through it all and find what is important.

Two of the 11 pages of an SDS sheet for a product used by car painters are on the next pages. Look at the SDS pages and then answer the questions that follow.



SAFETY DATA SHEET

1. Identification

Product identifier	X-TREME GLAMOUR HS KLEARKOTE	
Other means of identification		
Product Code	FS-5125-QT	
Recommended use	Automotive Refinish Clear Coat	
Manufacturer/Importer/Supplier/Distributor information		
Manufacturer		
Company name	5 STAR XTREME	
Address	a division of IAMG/International Autobody Marketing Group 1505 N. Hayden Road Suite 111 Scottsdale, Arizona 85257 United States	
Telephone	General Assistance	1-87-REFINISH
Website	www.5starxtreme.com	
E-mail	Not available.	
Emergency phone number	Chemtrec	1-800-424-9300

2. Hazard(s) identification

Physical hazards	Flammable liquids	Category 2
Health hazards	Acute toxicity, oral	Category 4
	Acute toxicity, inhalation	Category 3
	Skin corrosion/irritation	Category 2
	Serious eye damage/eye irritation	Category 2A
	Sensitization, skin	Category 1
	Carcinogenicity	Category 2
	Reproductive toxicity	Category 2
	Specific target organ toxicity, single exposure	Category 3 narcotic effects
	Specific target organ toxicity, repeated exposure	Category 1
Environmental hazards	Hazardous to the aquatic environment, acute hazard	Category 3
	Hazardous to the aquatic environment, long-term hazard	Category 3
OSHA defined hazards	Not classified.	
Label elements		



Signal word Danger

Hazard statement Highly flammable liquid and vapor. Harmful if swallowed. Causes skin irritation. May cause an allergic skin reaction. Causes serious eye irritation. Toxic if inhaled. May cause drowsiness or dizziness. Suspected of causing cancer. Suspected of damaging fertility or the unborn child. Causes damage to organs through prolonged or repeated exposure. Harmful to aquatic life. Harmful to aquatic life with long lasting effects.



Precautionary statement

Prevention

Obtain special instructions before use. Do not handle until all safety precautions have been read and understood. Keep away from heat/sparks/open flames/hot surfaces. - No smoking. Keep container tightly closed. Ground/bond container and receiving equipment. Use explosion-proof electrical/ventilating/lighting equipment. Use only non-sparking tools. Take precautionary measures against static discharge. Do not breathe mist or vapor. Wash thoroughly after handling. Do not eat, drink or smoke when using this product. Use only outdoors or in a well-ventilated area. Contaminated work clothing must not be allowed out of the workplace. Avoid release to the environment. Wear protective gloves/protective clothing/eye protection/face protection.

Response

If swallowed: Call a poison center/doctor if you feel unwell. If on skin (or hair): Take off immediately all contaminated clothing. Rinse skin with water/shower. If inhaled: Remove person to fresh air and keep comfortable for breathing. If in eyes: Rinse cautiously with water for several minutes. Remove contact lenses, if present and easy to do. Continue rinsing. Call a poison center/doctor. Rinse mouth. If skin irritation or rash occurs: Get medical advice/attention. If eye irritation persists: Get medical advice/attention. Take off contaminated clothing and wash before reuse. In case of fire: Use appropriate media to extinguish.

Storage

Store in a well-ventilated place. Keep container tightly closed. Store in a well-ventilated place. Keep cool. Store locked up.

Disposal

Dispose of contents/container in accordance with local/regional/national/international regulations.

Hazard(s) not otherwise classified (HNOF)

Static accumulating flammable liquid can become electrostatically charged even in bonded and grounded equipment. Sparks may ignite liquid and vapor. May cause flash fire or explosion.

Supplemental information

48.4% of the mixture consists of component(s) of unknown acute oral toxicity. 48.74% of the mixture consists of component(s) of unknown acute inhalation toxicity. 68.36% of the mixture consists of component(s) of unknown acute hazards to the aquatic environment. 68.12% of the mixture consists of component(s) of unknown long-term hazards to the aquatic environment.

3. Composition/information on ingredients

Mixtures

Chemical name	Common name and synonyms	CAS number	%
n-butyl acetate		123-86-4	20 to <30
2-Heptanone		110-43-0	10 to <20
Xylene		1330-20-7	5 to <10
1-Methoxy-2-propyl acetate		108-65-6	1 to <5
Ethyl benzene		100-41-4	1 to <5
liquid HALS		41556-26-7	0.1 to <1
Other components below reportable levels			40 to <50

*Designates that a specific chemical identity and/or percentage of composition has been withheld as a trade secret.

4. First-aid measures

Inhalation

Remove victim to fresh air and keep at rest in a position comfortable for breathing. Oxygen or artificial respiration if needed. Do not use mouth-to-mouth method if victim inhaled the substance. Induce artificial respiration with the aid of a pocket mask equipped with a one-way valve or other proper respiratory medical device. Call a POISON CENTER or doctor/physician.

Skin contact

Remove contaminated clothing immediately and wash skin with soap and water. In case of eczema or other skin disorders: Seek medical attention and take along these instructions. Wash contaminated clothing before reuse.

Eye contact

Immediately flush eyes with plenty of water for at least 15 minutes. Remove contact lenses, if present and easy to do. Continue rinsing. Get medical attention if irritation develops and persists.

Ingestion

Rinse mouth. If vomiting occurs, keep head low so that stomach content doesn't get into the lungs. Get medical advice/attention if you feel unwell.

Most important symptoms/effects, acute and delayed

May cause drowsiness and dizziness. Headache. Nausea, vomiting. Severe eye irritation. Symptoms may include stinging, tearing, redness, swelling, and blurred vision. Skin irritation. May cause redness and pain. May cause an allergic skin reaction. Dermatitis. Rash. Prolonged exposure may cause chronic effects.

Indication of immediate medical attention and special treatment needed

Provide general supportive measures and treat symptomatically. Thermal burns: Flush with water immediately. While flushing, remove clothes which do not adhere to affected area. Call an ambulance. Continue flushing during transport to hospital. Keep victim warm. Keep victim under observation. Symptoms may be delayed.



1.

What is the product name?
(document use level 2)

2.

What PPE are required when using the product?
(document use level 2)

3.

How should the product be stored?
(document use level 2)

4.

Is the product flammable?
(document use level 2)



5. What level is the environmental hazard of the product?
(document use level 1)

6. What should you do if you get it on your skin?
(document use level 2)

7. Who manufactures the product?
(document use level 1)

8. What website will give you more information about the product?
(document use level 1)

9. What is the principle purpose of the product?
(document use level 1)



10. What percentage of the product is 1-Methoxy - 2- propyl acetate?
(*document use level 1*)



12. DISASTER! EXPLODING TOILETS!!

Watch out for exploding toilets!

May 2013

Flusharoo, makes a high-pressure flushing system for toilets. They are recalling the parts in the system because they can burst near a seam with force enough to shatter the toilet tank.

The company is recalling 351,000 units in the U.S. and about 8,400 units in Canada of the Series 2304 Flusharoo 431 Pressure flushing systems installed inside toilet tanks that were made from April 2006 through May 2010.

There haven't been any reports of injuries, but Flusharoo has received reports of the 431 systems included in the recall, bursting and causing property damage.

The recall expands on a previous recall declared in June 2011 of the 431 systems made from October 1995 through March 2006. For that recall, 1.9 million units in the U.S. and 8,400 in Canada were recalled.

Flusharoo says owners should stop using the recalled system, turn off the water supply to the unit, flush the toilet to release the internal pressure and contact the firm to request a free repair kit.



1.

Use the information in the article about Flusharoo to complete the chart below.
(document use level 2)

Recall Year →		2013
Units recalled in US		351,000
	8400	
Start of manufacturing period		April 2006
	March 2006	May 2010

2.

Document Use often involves deciphering meaning from pictures, symbols or icons. Look at the three pictures below and decide what message you think each conveys. Can you think of a caption for each picture that is just one phrase? Have fun!
(document use level 3, writing level 2)



YOUR CAPTION HERE





YOUR CAPTION HERE



YOUR CAPTION HERE





13. I'M HURT! NOW WHAT???

WORKPLACE ACCIDENT REPORTS / APPLICATIONS FOR BENEFITS



Every province and territory in Canada has a Board or Commission that supports workers who are injured on the job. For example, in Alberta it is the *Workers' Compensation Board* (<https://www.wcb.ab.ca/>); in British Columbia it is *Worksafe BC* (<https://www.worksafebc.com/>), in Ontario it is the *Workplace Safety and Insurance Board* (<http://www.wsib.on.ca/>), and in the Northwest Territories it is the *Workers Safety and Compensation Commission* (<http://www.wscs.nt.ca/>).

When a person is injured at work, he or she needs to complete an accident report to receive benefits. Accident reports are very detailed and require many pieces of information. Providing a form that is incomplete or incorrect will delay benefit payments which can make it hard to keep up with paying bills.

On the next two pages there is an accident report completed by an injured worker. Look at the report and then answer the questions that follow.

Your answers should include the letter of the section in which you found the answer and, where applicable, the number of the sub-section.



WORKERS REPORT OF INJURY

IF A QUESTION DOES NOT APPLY, INDICATE WITH "N/A".

A – Worker Information			
First Name <u>Ryan</u>		Last Name <u>Jones</u>	
Mailing Address <u>87164 E. 62 Ave</u>		Community <u>Yellowknife</u>	Territory/Province <u>NT</u>
Residential Address (if different than above)		Date of Birth <u>120388</u>	Gender <input type="checkbox"/> Male <input type="checkbox"/> Female
Telephone (include Area Code) <u>867 111 0000</u>	Cell (include Area Code) <u>867 333 1111</u>	Email Address <u>Jonsie@live.com</u>	
Social Insurance Number <u>458 990 123</u>		Preferred Language <input checked="" type="checkbox"/> English <input type="checkbox"/> French <input type="checkbox"/> Inuktitut <input type="checkbox"/> Other _____	
Job Title (no abbreviations)			
B – Employer Information			
Employer Name <u>Flushers for You</u>		Address <u>27690 W. 13 St.</u>	
Supervisor Name <u>Geoff Bridges</u>		Telephone (include Area Code) <u>867 222 0000</u>	
Do you work for this employer in a province or territory other than the Northwest Territories or Nunavut? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, where?			
C – Incident Details			
1. Date of Incident <u>020617</u>		Time: <u>2:00</u> <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM	
2. Place of Incident Community: <u>YK</u>		Territory/Province: <u>NT</u>	
3. Did you delay reporting for more than one day? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, why? (Please explain)			
4. Did incident occur on employer's premises? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If no, where did the incident occur? <u>Work site</u>			
5. Name and position of person you reported incident to: Name: <u>Geoff</u> Position: <u>Site Supervisor</u> Phone: <u>867 222 0000</u>			
6. Did you stop working due to your injury? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, when? <u>020617</u> Time: <u>2:00</u> <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM			
IMPORTANT			
7. Please describe the incident in as much detail as possible. Include: what you were doing; where the injury took place; what equipment you were using; and, whether the incident involved gas, chemicals or extreme temperatures (Please use attached sheet if necessary). <u>Picking up pieces of an exploded toilet. Cut my hand on one of the sharp pieces, really deep.</u>			
What body parts did you injure? (left/right side, hand, eye, back, etc.) Please also indicate the body parts on the diagram.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>R L</p> </div> <div style="text-align: center;"> <p>L R</p> </div> </div>			
What type of injuries? (sprain, bruise, fracture, etc.) <u>Cut</u>			



WORKERS REPORT OF INJURY

8. IMPORTANT - Please list any witnesses.

Name	Address	Contact Number
Name	Address	Contact Number

9. Did you seek medical attention? ☒ Yes ☐ No When? 020617

10. Where did you receive medical attention? on site When? 020617 Time: 2:30 ☐ AM ☒ PM

11. If medical attention was given by First Aid or Medical Aid, please provide contact information.

First Aid:	Name	Phone	Email
	EMT JK	8675552222	don't know
Medical Aid:	Facility Name		

D - Past Injuries

12. Have you previously injured or experienced ongoing pain in the same body part? ☒ Yes ☐ No
If yes, please explain. Include dates if possible.

13. Do you have any previous compensation claims with the WSCC, or any other workers' compensation board? ☐ Yes ☒ No
If yes, provide dates and nature of injury.

E - Return to Work

14. Did your employer offer you modified or alternative work? ☒ Yes ☐ No
If yes, what are the modified duties? I didn't have to carry anything heavy When? 020817

15. Did you return to work? ☒ Yes ☐ No If yes, ☒ Light Duties ☐ Regular Duties When? 020817
If no, when do you expect to return to work (e.g., a month, 2 days, etc.)

F - Employment

16. Worker's Type of Employment

Permanent <input type="checkbox"/> Term (Over 1 year) <input type="checkbox"/> Relief <input type="checkbox"/> Full / Part-time Permanent <input type="checkbox"/> Other <input checked="" type="checkbox"/> Apprentice	Non-permanent <input type="checkbox"/> Term (Under 1 year) - <input checked="" type="checkbox"/> Apprentice Term End Date: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="checkbox"/> Seasonal - Start Date: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="checkbox"/> Summer Student End Date: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="checkbox"/> Casual
---	--

Wage Information (for tax purposes)

24. Marital Status ☐ Single ☐ Married ☐ Common Law ☐ Widowed ☒ Divorced 25. Number of Dependents 0

26. If married or common-law, does your spouse reside in the same territory/province as you? ☐ Yes ☐ No

WORKER'S CONSENT

I claim compensation for my work-related injury or disease and declare the information provided in support of my claim is true and accurate to the best of my knowledge and belief. I acknowledge it may be a criminal offence to make a false claim.

Initial Print to initial



1. What is the worker's first name?
(document use level 1)

2. What are the last three digits of the worker's SIN?
(document use level 2)

3. What is the worker's marital status?
(document use level 1)

4. What part of the body was injured?
(document use level 2)

5. Has that part of the body been injured before? Where did you find the information?
(document use level 2)



6. How did the current accident happen?
(document use level 2)

7. Were there any witnesses? How do you know?
(document use level 2)

8. What month, day and time was the accident?
(document use level 2)

9. How long was the worker off work due to the accident? From when to when?
(document use level 2)

10. What PPE could have prevented the accident?
(document use level 2)



When a person is injured at work there are lots of documents that need to be filled out to ensure he or she gets the help and support needed. The first, and maybe most important one, is the report about what happened. Everything else will be based on that description so the story needs to be clear and the form needs to be filled-out properly.

On the next page is a description of a workplace accident that was sent in by a worker who didn't have the forms. Instead, he wrote the story in an email and now it needs to be entered into the injury report document that is on the pages after the story.



- 11.** Review the email and complete the form, using the information the worker provided in his email. After you enter the information into the form, list at least four (4) necessary pieces of information that the worker did not send.
(document use level 3)

1. _____	3. _____
2. _____	4. _____

My accident at my job



Inbox x



| <bricker@imail.com>

11:25 AM (3 minutes ago)



to me j.handler@workerscomp.org

I don't have the form I need to fill out for workers' compensation and I was told that if I send you the details you will fill it out for me. So thanks in advance. The story about what happened to me is below. Thanks

My workplace accident story

I live in Yellowknife on Banke Cr. and i have a part time job as a super hero for Super Heroes Onsite; I play Spiderman. My boss's name is Joe Sharp. There isn't an address, just a website that people use to book us then Joe lets us know where and when to show up. www.rentyerhero.com 555 604 2222. Most days I am pretty good. I am athletic and I know how to do things like flips and handsprings etc. On the afternoon of April 6th 2017 I was working at a kid's birthday party at the Central Community Centre as one of the visiting super heroes. I started the way I always do, by running into the room and doing a forward flip in the air. Then I did a couple of backflips and went and gave the birthday kid a high five. All this time one of the kids kept yelling for me to run up the wall to prove I really was Spiderman. There's always one! Now I have tried the wall running trick before. The idea is you run up the wall a couple of fast steps and then do a quick backflip away from the wall and land on your feet. This time it didn't go so well. I ran at the wall but maybe not fast enough. Anyway, when I did the backflip I didn't finish it and ended up falling from upside down and landing hard on the floor. Fortunately I didn't land on my head, but I did land really hard on my left shoulder which is now separated and I won't be able to be a superhero or even work my regular job for about 6 weeks. The birthday kid's mom saw it all happen - Penny Farthing 555 614 9999. She called the paramedics and they took me to emergency at Stanton Hospital. I don't know who they were. I was kind of out of it. Last time I hurt my self was exactly a year ago and that time I was Superman and I jumped off a high garden wall to make it look like I was flying but I got tangled in my cape and fell on the same shoulder as this time, but it wasn't as bad and after 4 weeks I could start helping the other heroes get ready for gigs. The boss says I can do the same thing this time, when I'm ready.

My contact stuff:

My name is Jason Brick and I am 22. My birthday is May 18. My SIN # is 222111333



WORKERS REPORT OF INJURY

IF A QUESTION DOES NOT APPLY, INDICATE WITH "N/A".

A – Worker Information				
First Name		Last Name		Also Known As
Mailing Address		Community	Territory/Province	Postal Code
Residential Address (if different than above)		Date of Birth		Gender <input type="checkbox"/> Male <input type="checkbox"/> Female
Telephone (include Area Code)	Cell (include Area Code)	Email Address		
Social Insurance Number	Preferred Language <input type="checkbox"/> English <input type="checkbox"/> French <input type="checkbox"/> Inuktitut <input type="checkbox"/> Other _____			
Job Title (no abbreviations)				
B – Employer Information				
Employer Name		Address		
Supervisor Name		Telephone (include Area Code)		
Do you work for this employer in a province or territory other than the Northwest Territories or Nunavut? <input type="checkbox"/> Yes <input type="checkbox"/> No				
If yes, where?				

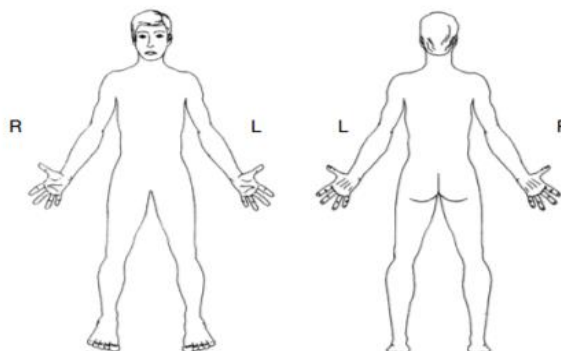
C – Incident Details	
1. Date of Incident MM DD YY Time: <input type="checkbox"/> AM <input type="checkbox"/> PM	2. Place of Incident Community: _____ Territory/Province: _____
3. Did you delay reporting for more than one day? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, why? (Please explain)	
4. Did incident occur on employer's premises? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, where did the incident occur?	
5. Name and position of person you reported incident to: Name: _____ Position: _____ Phone: _____	
6. Did you stop working due to your injury? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, when? MM DD YY Time: <input type="checkbox"/> AM <input type="checkbox"/> PM	

IMPORTANT

7. Please describe the incident in as much detail as possible. Include: what you were doing; where the injury took place; what equipment you were using; and, whether the incident involved gas, chemicals or extreme temperatures (Please use attached sheet if necessary).

What body parts did you injure? (left/right side, hand, eye, back, etc.) Please also indicate the body parts on the diagram.

What type of injuries? (sprain, bruise, fracture, etc.)





8. IMPORTANT - Please list any witnesses.			
Name	Address	Contact Number	
		<div style="border: 1px solid black; width: 100px; height: 20px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; width: 100px; height: 20px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; width: 100px; height: 20px;"></div>	
Name	Address	Contact Number	
		<div style="border: 1px solid black; width: 100px; height: 20px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; width: 100px; height: 20px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; width: 100px; height: 20px;"></div>	
9. Did you seek medical attention? <input type="checkbox"/> Yes <input type="checkbox"/> No		When?	
		<div style="border: 1px solid black; width: 40px; height: 20px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px;"></div>	
10. Where did you receive medical attention?		When?	Time:
		<div style="border: 1px solid black; width: 40px; height: 20px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px;"></div>	<div style="border: 1px solid black; width: 40px; height: 20px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px;"></div>
11. If medical attention was given by First Aid or Medical Aid, please provide contact information.			
First Aid:	Name	Phone	Email
		<div style="border: 1px solid black; width: 40px; height: 20px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px;"></div>	
Medical Aid:	Facility Name		
D – Past Injuries			
12. Have you previously injured or experienced ongoing pain in the same body part? <input type="checkbox"/> Yes <input type="checkbox"/> No			
If yes, please explain. Include dates if possible.			
13. Do you have any previous compensation claims with the WSCC, or any other workers' compensation board? <input type="checkbox"/> Yes <input type="checkbox"/> No			
If yes, provide dates and nature of injury.			
E – Return to Work			
14. Did your employer offer you modified or alternative work? <input type="checkbox"/> Yes <input type="checkbox"/> No		When?	
If yes, what are the modified duties?		<div style="border: 1px solid black; width: 40px; height: 20px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px;"></div>	
15. Did you return to work? <input type="checkbox"/> Yes <input type="checkbox"/> No		When?	
If yes, <input type="checkbox"/> Light Duties <input type="checkbox"/> Regular Duties		<div style="border: 1px solid black; width: 40px; height: 20px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px;"></div>	
If no, when do you expect to return to work (e.g., a month, 2 days, etc.)			
WORKER'S CONSENT			
I claim compensation for my work-related injury or disease and declare the information provided in support of my claim is true and accurate to the best of my knowledge and belief. I acknowledge it may be a criminal offence to make a false claim.			
			Initial Print to initial



Lost Time Claims

Workplace injuries matter. In addition to the impact on individuals, workplace injuries often result in lost time claims.

A lost time claim is made when a worker is injured or becomes ill and has to be away from work for longer than the day the injury or illness occurred.

Lost time claims are one of the ways in which the safety of a workplace is measured. Employers are always concerned about improving the safety of their workplaces to reduce the number of lost time claims filed.

On the next page is an infographic (learn more about infographics in the *What's in a Picture?* ES Workout set).

The infographic provides information from across Canada. Look at the infographic and then answer the questions that follow.

2015 Injury Statistics Across Canada



LOST TIME CLAIMS

BY GENDER

Male
143,478

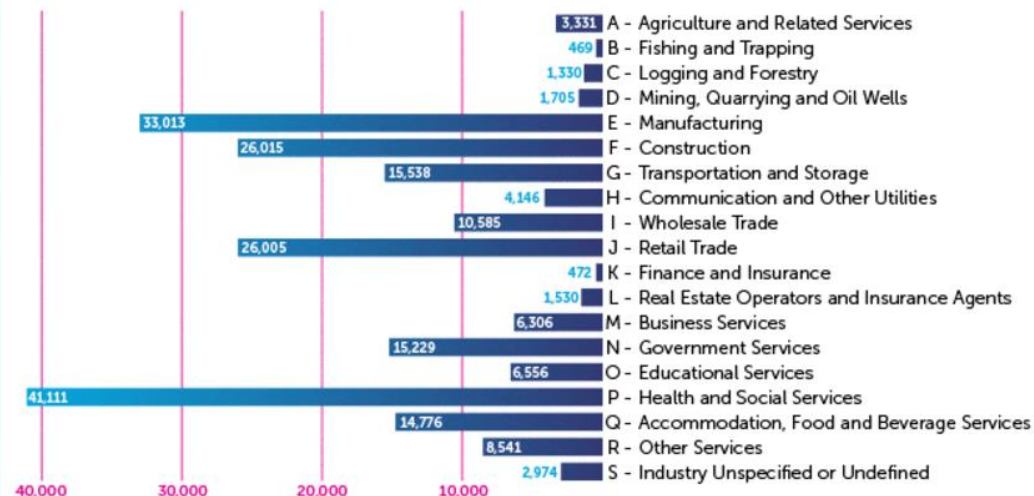


Female
89,123

BY AGE

15-19	8,155
20-24	22,052
25-29	23,839
30-34	24,371
35-39	24,723
40-44	25,441
45-49	27,510
50-54	31,316
55-59	24,850
60-64	13,707
>64	6,586

BY INDUSTRY





1.

For what year is the information provided?
(document use level 1)

2.

What is being reported?
(document use level 2)

3.

Which age group had the highest number of claims?
(document use level 1)

4.

Which industry had the fewest number of claims?
(document use level 1)

5.

Which industry had the highest number of claims?
(document use level 1)



6.

What percentage of the total claims were by youth 24 and younger? Round your answer to the closest whole number.

(document use level 2, measurement and calculation level 2)



14. APPRENTICESHIP BY THE NUMBERS



Apprenticeship:

a form of instruction in which a novice learns from a master of a craft or art.

Apprenticeship on-the-job training is combined with rotations of related classroom training, ranging from 6 to 10 weeks, per year.

The great thing about an apprenticeship is that apprentices *earn* while they learn, become certified journeypersons in their trade when they finish, earn a good wage and have access to exciting career opportunities.

Because apprenticeship is a provincial and territorial concern, there are 13 different systems in Canada each focussed on the labour market in their region. Each provincial and territorial system provides supports, incentives and programs to meet the needs of their apprentices.

There is also a national standard of excellence called the Interprovincial Red Seal Program. 55 of the trades in Canada are part of the Red Seal Program. Journeypersons in those 55 trades are able to work in any of the participating jurisdictions without needing to retrain to meet a local standard.



When making decisions about which trade to pursue, it can be helpful to look at documents with data on trade registrations. The information can help with determining trends and prompt further investigation into best trades to pursue. Look at the table below and answer the questions that follow.

Registered apprenticeship training, by major trade group

	2010	2012	2014
REGISTRATIONS	NUMBER		
Total - major trade groups	430,452	444,672	451,140
Automotive service	45,870	41,826	42,225
Carpenters	51,516	49,218	45,915
Early childhood educators and assistants	7,974	8,118	7,623
Electricians	66,120	67,023	70,851
Electronics and instrumentation ²	6,087	6,066	7,314
Exterior finishing	14,184	13,710	13,695
Food service	18,708	20,856	21,210
Hairstylists and estheticians	20,259	19,392	17,541
Heavy duty equipment mechanics	12,429	13,914	15,651
Heavy equipment and crane operators	11,769	13,251	14,793
Interior finishing	18,327	18,111	18,387
Landscape and horticulture technicians and specialists	3,198	4,074	4,665
Machinists	10,641	9,579	9,240
Metal workers (other)	8,637	10,059	12,324
Millwrights	12,036	12,255	12,549
Oil and gas well drillers, servicers, testers and related workers	5,244	4,731	4,221
Plumbers, pipefitters and steamfitters ³	44,835	45,774	45,168
Refrigeration and air conditioning mechanics	7,779	8,103	8,334
Sheet metal workers	8,751	8,445	8,358
User support technicians	19,605	26,481	21,306
Welders	16,650	18,738	21,378
Other major trade groups ¹	10,881	14,775	17,160

Notes:

Totals may not add up because of rounding.

The major trade groups referenced in this table are a special grouping created from the National Occupation Classification (NOC).

[Source: Statistics Canada, CANSIM table 477-0053.](#)

Last modified: 2016-09-08.



1.

Which trade had the largest number of registrations in 2010, 2012 and 2014?
(document use level 2)

2.

Which trade had the greatest increase in number of registrations from 2010 to 2014?
(document use level 3, data analysis level 2)

3.

Which trade saw the greatest decrease in registrations between 2010 and 2014?
(document use level 3, data analysis level 2)

4.

In what year were machinist registrations at their highest?
(document use level 1)

5.

In what year were exterior finishing registrations at their highest?
(document use level 1)



- 6.** Which trade had the greatest number of registrations in 2012?
(document use level 1)
- 7.** What was the numerical difference in plumber registrations between 2010 and 2012?
(document use level 1, measurement and calculation level 1)
- 8.** What was the percentage difference in plumber registrations between 2010 and 2012?
(document use level 2, measurement and calculation level 2)
- 9.** The trades are listed in alphabetical order in the table. If they were listed by highest number of registrations in 2014, what would the top three trade groups be?
(document use level 2, data analysis level 2)
- 10.** Calculate question 9 for the year 2010.
(document use level 2, data analysis level 2)

**11.**

In your opinion, what reason(s) can you think of for the change in the number of welder registrations between 2010 and 2014? Describe how you would prove your opinion.
(document use level 2, critical thinking level 2, writing level 2)

12.

In your opinion, what reason(s) can you think of for the change in the number of oil and gas worker registrations between 2010 and 2012? Describe how you would prove your opinion.
(document use level 2, critical thinking level 2, writing level 2)



**BUILD YOUR
ESSENTIAL SKILLS!**

**IN THIS SECTION OF THE WORKBOOK,
YOU CAN GIVE YOUR SKILLS A BOOST
BY REVIEWING SOME ESSENTIAL
SKILLS BASICS.**

DOCUMENT USE

Use the table of contents to navigate through this workbook. Track your progress by putting a checkmark beside each topic you complete.

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1. DOCUMENT USE BOOSTER – ENTRY FORMS

ENTRY FORMS ARE A VERY COMMONLY USED TYPE OF DOCUMENT. THIS BOOSTER EXPLAINS SOME OF THE BASIC CONVENTIONS AND USES OF ENTRY FORMS.



ENTRY FORM BASICS

Entry forms:

- are used to collect information in a compressed format
- are used to present information in a short, efficient format
- are usually highly structured
- use many abbreviations, acronyms, references, and form conventions (design elements that apply to most forms)
- are often not well designed or user-friendly



USING ENTRY FORMS

- We fill out forms to provide information and we read forms to acquire information.
- Information that is related in some way, is usually organized into categories or sections.
 - e.g. personal information (name, address, date and place of birth) is often grouped together
- Sections may or may not have headings/titles/labels.
 - Headings/titles/labels help us to understand what is required. Well-designed forms usually have them.



- Section headings/title/label may be printed down the left hand side of the form instead of at the top of the sections.
- There may be directions to tell you how to complete the form.
 - fill in the blanks, circle the correct answer, cross out irrelevant data, tick boxes, write in boxes, print or write, etc.
- Shaded boxes usually mean do not fill out that cell or section OR that the information is very important (e.g. a total at the bottom of a column of numbers)
- Character separators may be used to divide words into separate letters OR to separate dates into month, day, year _/_/_/_/
- Forms are often designed so they can be mass produced and filled in by hand
- Many forms can now be filled in electronically

Sample Form Part 1

Form Title explains purpose

APPLICATION FOR ADMISSION

FOR OFFICE USE ONLY
STUDENT ID

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

PERSONAL INFORMATION (Please print clearly) *Section title and instructions*

Section groups common information
Lines divide letters and numbers

Legal First Name	Middle/Second Name
Legal Last Name	Previous Legal Last Name (if applicable)
Date of Birth: d d m m y y y y	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Undisclosed/Other

If you wish to declare Aboriginal ancestry, please specify:

☐ Status Indian/First Nations
 ☐ Non-status Indian/First Nations
 ☐ Métis
 ☐ Inuit



TIPS FOR FILLING IN AN ENTRY FORM

Before you start!

- Decide for what purpose the person/organization that receives the form will use the information (the title often helps explain).
 - This decisions will help you decide on word choices, how much detail to include, how formal any wording needs to be, how perfectly the form needs to be completed, etc.

Purpose (may be more than 1)	Examples
to collect information	order form, application form, medical history form
to draw conclusions / make decisions	customs form, assessment form
to document events	time card, accident report, medical chart, schedule
to check or integrate information	bills and invoices, claim forms, treatment option form
to provide instruction	recipes, process instructions
to control a process	inspection checklist, production plan, inventory control form

- Look through the form to see how it is constructed and what you need to do.
 - How many sections are there?
 - Do you need to complete all sections or only some?
 - What kind of information is required?
 - Do you have all the information available or do you need to find some of it before you start (e.g. your SIN).
 - Can you fill it out by hand or are you expected to fill it out online?
 - Does it tell you to print using all capital letters?
 - Are there sections you are supposed to skip, in some circumstances?
 - Etc.
- Look at design features such as font sizes, bolding, italics, white spaces, etc.
 - If a time is required, does the form use the 24 or 12 hour clock?
 - How are dates to be written? day/month/year or month/day/year or?
- Do all required sections
 - If you are missing information to complete a question, mark the section so you will not forget to complete it later



- Determine if there are legal implications around completing and signing the form
- Always ask yourself, “How will information I give be used?” and “Who will be reading it?”

Sample Form Part 2

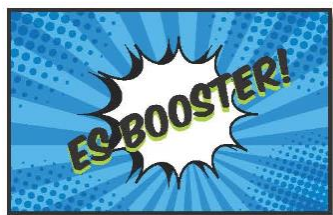
PROGRAM/COURSE <i>Section title</i>	
<hr/> Program/course applied for (Please print clearly) <div style="text-align: right;"><i>Several types of information requested</i></div>	
Delivery Method: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Online <input type="checkbox"/> Distance/homestudy Start Date: _____ <small>(please specify date)</small>	
Location of Program <input type="checkbox"/> Calgary <input type="checkbox"/> Other _____ <small>(please specify location)</small>	If applying for the International ESL program, how many terms are you applying for? _____
Have you previously attended or applied to a College Career Program or Continuing Education course? <input type="checkbox"/> Yes <input type="checkbox"/> No	If yes: _____ College Student Number
<p><u>Must have an ID number - "Mandatory"</u></p> <p>Alberta Student Number (ASN) - Mandatory for all applicants</p> <div> <div> <div></div><div></div><div></div><div></div> </div> <div>-</div> <div> <div></div><div></div><div></div><div></div> </div> <div>-</div> <div> <div></div> </div> </div> <p><i>Format for ID number</i></p>	
To request or look up your ASN, visit https://extranetapp.learning.gov.ab.ca/learnerregistry/forms <i>Instructions for where to find ID Number</i>	



SOME TERMS COMMON TO ENTRY FORMS

Below is a list of some terms found in entry forms.

Applicant's signature	Effective from / to	Period ending
Approved by	Employee number	Period of employment
Area code (telephone)	Employee signature	Place of birth
Authorized by	Extension (telephone)	Postal code
Billing date	Form number	P.O. Box
Block letters Branch	Full name	QTY; quantity
Claimant	Family name; surname	Reporting period
Client	first name	Social insurance number (SIN)
Completion date	Fiscal year	Requisition number
Customer's copy	Floor (in a building)	Section
Dated at (town, city)	Given name	See other side; see reverse
Date due	Home address	Shaded area
Date of birth; DOB	If applicable	Stock number Street address
Date of issue	Item description	Shaded area
Date of purchase	Item Number	Supporting documents
Date received	Job title	Title
	Marital status	Transaction code
	N/A; not applicable	Year; Y



2. DOCUMENT USE BOOSTER – FLOWCHARTS

A FLOWCHART SHOWS A SEQUENCE OF STEPS IN A PROCESS. FLOWCHARTS ARE DESIGNED TO BE EASY TO READ. THEY ARE ALSO INTENDED TO SHOW AN ENTIRE PROCESS “AT A GLANCE.”



HOW FLOWCHARTS WORK

Flowcharts:

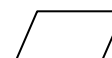
- have a title that tells the user what process is being documented
- usually start at the top and progress down the page
- may progress straight down or from side to side
- use short, concise text
- may use abbreviations to save space



BASIC FLOWCHART SYMBOLS

There are some symbols that are commonly used in flowcharts

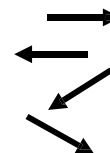
- *Start / Stop*
 - A circle or rounded rectangle usually means the start or end of a process. The “start” refers to an action which kick starts the process. The “stop” means the final action or outcome.
- *Step / Task*
 - A rectangle, without rounded corners, means a step in the process or a task. Variations in rectangles can mean sub-steps or sub-processes





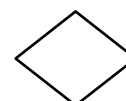
- **Process Flow**

- Arrows indicate the direction of the process.
- Only one arrow leads to the next step.
- Several arrows can go to the same activity box.



- **Decision Point**

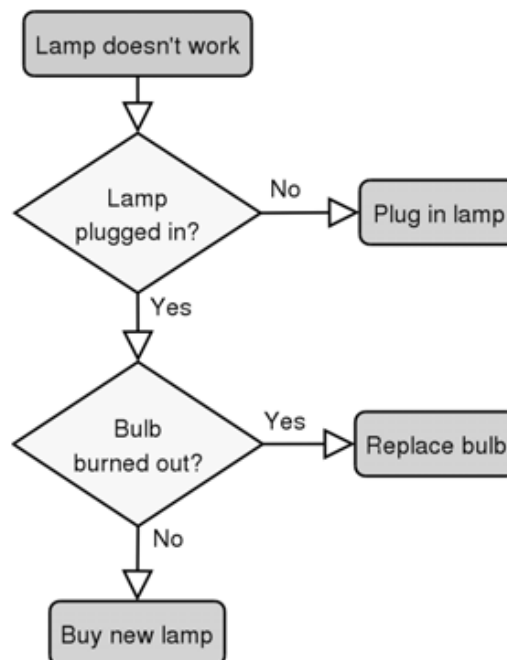
- A decision point means a question is asked and a decision must be made.
- There are different processes/paths through the flowchart, depending on the answer.
- Usually the possible answers are Yes or No.



USES OF FLOWCHARTS

Flowcharts can:

- help you remember a process or procedure
- help you learn a new process or procedure
- help you to see all of a process at one time
- help you make decisions
- break complex procedures down into an easy to follow step-by-step format
- help you learn specific terminology, abbreviations and acronyms
- be used to test your understanding of a process





ANSWERS FROM THE ES WORKOUT!

**IN THIS SECTION OF THE WORKBOOK,
YOU CAN CHECK YOUR ANSWERS FOR
THE ESSENTIAL SKILLS WORKOUTS
YOU COMPLETED!**

DOCUMENT USE

Use the table of contents to navigate through this workbook. Track your progress by putting a checkmark beside each topic you complete.

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0. MATCHING TASKS AND SKILLS

USE THE ANSWERS BELOW TO CHECK YOUR WORK.

Suggested responses are below You may have thought of more/other essential skills for getting the job done.



Task	Skill(s) Used
Find information to complete the set-up of a new iPhone	RT, DS, DU, TS1 & 5
Apply for a learners' license	RT, DU, W, TS5
Book concert tickets	DU, DS, RT, TS2
Shop for new clothes	N, TS2, OC,
Plan a weekend ski / snowboard trip	TS2, 4, 5, DU, N, RT, DS, WWO, OC
Ask if you can use the car to go skiing	OC, WWO,
Text your coach to say you will be late for practice, why, and how you will catch up	DS, W, TS1 & 4
Arrive at work early to learn the new customer payment system	TS1, 6, 4, CL, N, OC
Use a transit schedule to get to your new job on time	DU, TS1, N, DS



Essential Skills	
RT	Reading Text
DU	Using Documents
N	Numeracy
W	Writing
OC	Oral Communication
TS	Thinking Skills...
WWO	Working With Others
DS	Digital Skills
CL	Continuous Learning

1. Problem Solving
2. Decision Making
3. Critical Thinking
4. Planning & Organizing Tasks
5. Find Information
6. Use Memory



0.B WORKPLACE ICONS

USE THE ANSWERS BELOW TO CHECK YOUR WORK.

ICON	MEANING?
	<i>Recycle</i>
	<i>Disability</i>
	<i>Do not enter</i>
	<i>Women's restroom</i>
	<i>First aid</i>
	<i>Poison</i>

ICON	MEANING?
	<i>Flammable materials</i>
	<i>Wet floors</i>
	<i>Men's restroom</i>
	<i>Emergency exit</i>
	<i>No parking</i>
	<i>Hard hat area</i>

Edited from: http://www.en.copian.ca/library/learning/hrsd/essential_skills/du_tip_sheet/du_tip_sheet.pdf



1. YOUR SIN CARD CAN'T GET WORK WITHOUT IT!

USE THE ANSWERS BELOW TO CHECK YOUR WORK.

1.

For how long are licenses issued in the two jurisdictions?
(document use level 2)

5 years

2.

Which driver is older?
(document use level 2)

John Doe


3.

What information is included on the front of the BC card that is not on the ON card?
(document use level 2)

Hair and eye colour




MS. SAMPLE

 Government of Canada / Gouvernement du Canada		PROTECTED WHEN COMPLETED - B	
SOCIAL INSURANCE NUMBER APPLICATION			
This application form is not required if you go in-person to apply. Refer to the Information Guide or call 1-800-206-7218 (select Option #3) or 506-548-7961 (long-distance charges apply) to determine if you are eligible to apply by mail.			
This application form must be accompanied by original document(s). I am applying for a (an):		DO NOT WRITE IN THIS AREA	
<input checked="" type="checkbox"/> FIRST SOCIAL INSURANCE NUMBER (SIN) <input type="checkbox"/> UPDATE or CORRECTION TO SIN RECORD <input type="checkbox"/> CONFIRMATION OF SIN <input type="checkbox"/> LEGAL CHANGE OF NAME		<input type="checkbox"/> CHANGE OF STATUS <input type="checkbox"/> CHANGE TO THE EXPIRY DATE ("900 Series SIN") <input type="checkbox"/> OTHER - SPECIFY _____	
INFORMATION CONCERNING THE APPLICANT			
PRINT CLEARLY IN BLUE OR BLACK INK			
1	APPLICANT'S NAME TO BE SHOWN ON SIN RECORD First Given Name: <u>TEST</u> Other Given Name(s): <u>CARD</u> Family Name: <u>SAMPLE</u>		
2	APPLICANT'S DATE OF BIRTH Day: <u>06</u> Month: <u>04</u> Year: <u>1987</u>		
3	APPLICANT'S SEX <input type="checkbox"/> Male <input checked="" type="checkbox"/> Female <input type="checkbox"/> Check if the applicant is a twin, triplet, etc.		
4	APPLICANT'S MOTHER'S NAME AT HER BIRTH Given Name(s): _____ Family Name at Birth: _____		
5	APPLICANT'S FATHER'S NAME AT HIS BIRTH Given Name(s): _____ Family Name at birth: _____		
6	APPLICANT'S PLACE OF BIRTH City, Town or Village: <u>Whitehorse</u> Province/Territory/State: <u>YK</u> Country: <u>CANADA</u>		
7	APPLICANT'S FAMILY NAME AT BIRTH <u>SAMPLE</u>		
8	OTHER FAMILY NAME(S) PREVIOUSLY USED		
9	DID THE APPLICANT EVER HAVE A SOCIAL INSURANCE NUMBER (SIN)? If yes, write the nine digit number here: _____ - _____ - _____ <input checked="" type="checkbox"/> No <input type="checkbox"/> Unknown (don't recall)		
10	APPLICANT'S STATUS IN CANADA Check one of the following: <input checked="" type="checkbox"/> Canadian Citizen <input type="checkbox"/> Registered Indian <input type="checkbox"/> Permanent Resident <input type="checkbox"/> Temporary Resident <input type="checkbox"/> Other		
11	IS THE APPLICANT currently residing in Canada? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
12	APPLICANT'S MAILING ADDRESS In care of (if different than the name in item 1): _____ Number and Street: <u>910 Government St</u> Apartment, suite or unit No.: _____ City, Town or Village: <u>VICTORIA</u> Province/Territory/State: <u>BC</u> Country: <u>CANADA</u> Postal/ZIP Code: <u>V8W 3Y8</u>		



MR. DOE

 Government of Canada / Gouvernement du Canada		PROTECTED WHEN COMPLETED - B	
SOCIAL INSURANCE NUMBER APPLICATION			
This application form is not required if you go in-person to apply. Refer to the <i>Information Guide</i> or call 1-800-206-7218 (select Option #3) or 506-548-7961 (long-distance charges apply) to determine if you are eligible to apply by mail.		FINDER NO _____ DATE _____	
This application form must be accompanied by original document(s). I am applying for a (an):		DO NOT WRITE IN THIS AREA	
<input checked="" type="checkbox"/> FIRST SOCIAL INSURANCE NUMBER (SIN)			
<input type="checkbox"/> UPDATE or CORRECTION TO SIN RECORD			
<input type="checkbox"/> CONFIRMATION OF SIN			
<input type="checkbox"/> LEGAL CHANGE OF NAME		<input type="checkbox"/> CHANGE OF STATUS	
		<input type="checkbox"/> CHANGE TO THE EXPIRY DATE ("900 Series SIN")	
		<input type="checkbox"/> OTHER - SPECIFY _____	
INFORMATION CONCERNING THE APPLICANT PRINT CLEARLY IN BLUE OR BLACK INK			
1	APPLICANT'S NAME TO BE SHOWN ON SIN RECORD First Given Name: <u>John</u> Other Given Name(s): _____ Family Name: <u>Doe</u>		
2	APPLICANT'S DATE OF BIRTH Day: <u>09</u> Month: <u>05</u> Year: <u>1964</u>		
3	APPLICANT'S SEX <input checked="" type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Check if the applicant is a twin, triplet, etc.		
4	APPLICANT'S MOTHER'S NAME AT HER BIRTH Given Name(s): _____ Family Name at Birth: _____		
5	APPLICANT'S FATHER'S NAME AT HIS BIRTH Given Name(s): _____ Family Name at birth: _____		
6	APPLICANT'S PLACE OF BIRTH City, Town or Village: <u>ST JOHN</u> Province/Territory/State: <u>NB</u> Country: <u>CANADA</u>		
7	APPLICANT'S FAMILY NAME AT BIRTH: <u>Doe</u>		
8	OTHER FAMILY NAME(S) PREVIOUSLY USED: _____		
9	DID THE APPLICANT EVER HAVE A SOCIAL INSURANCE NUMBER (SIN)? If yes, write the nine digit number here: _____ - _____ - _____ <input checked="" type="checkbox"/> No <input type="checkbox"/> Unknown (don't recall)		
10	APPLICANT'S STATUS IN CANADA Check one of the following: <input checked="" type="checkbox"/> Canadian Citizen <input type="checkbox"/> Registered Indian <input type="checkbox"/> Permanent Resident <input type="checkbox"/> Temporary Resident <input type="checkbox"/> Other		
11	IS THE APPLICANT currently residing in Canada? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
12	APPLICANT'S MAILING ADDRESS In care of (if different than the name in item 1): _____ Number and Street: <u>123 ANY ST</u> Apartment, suite or unit No.: _____ City, Town or Village: <u>TORONTO</u> Province/Territory/State: <u>ON</u> Country: <u>CANADA</u> Postal/ZIP Code: <u>MOM ONO</u>		



2. MMH

USE THE ANSWERS BELOW TO CHECK YOUR WORK.

1.

What does MMH stand for?
(document use level 1)

Manual Materials Handling

2.

Why is it important to know about MMH?
(document use level 2)

Because it is a common cause of occupational fatigue and lower back pain

3.

What part of your body should you lift with?
(document use level 1)

Your legs

4.

What are three things you should do before lifting?
(document use level 2)

Any 3 of:

- Check to see if mechanical lifting aids are available.*
- Assess/identify the weight of the load.*
- Get help with heavy or awkward loads.*
- Ensure that the load is free to move.*
- Ensure that you can lift the load without over-exertion.*
- Check that the path is clear and free of grease, oil, water, and objects*



5.

Under what circumstances should you ask for help when lifting?
(document use level 1)

If the load is heavy or awkward

6.

The word “manual” comes from the Latin word “Manus” meaning “hand”. In the case of the poster, to what else does “manual” refer, when handling materials?
(document use level 2)

Using handles and lift aids

7.

According to the poster, what is the opposite of “hold”?
(document use level 2)

carry

8.

In what position should your chin be, when you lift something?
(document use level 1)

Tucked in to your chest

9.

How would you summarize the message in the poster in one sentence?
(document use level 3)

Something similar to one of the options below:

- *MMH is a serious workplace health issue, but there are things you can do to prevent injury*
- *Knowing about MMH can help prevent injury*
- *Learn how to be safe when handling materials manually*
- *Be careful if you have to do MMH at work*

10.

Where would you get more information about MMH?
(document use level 2)

Canadian Centre for Occupational Health & Safety

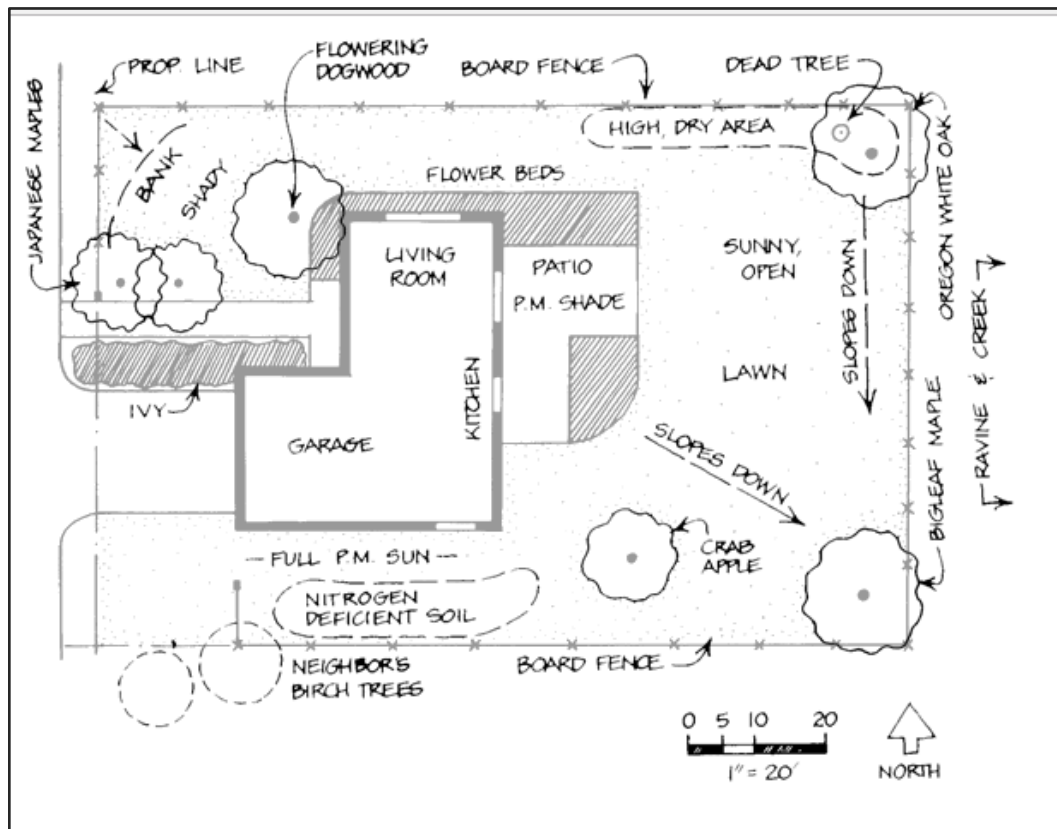


3. STORIES IN BLUE

Landscape gardeners use blueprints to plan out the gardens they are creating to be sure they turn out as expected and to help with explaining their ideas to clients.

Look at the blueprint of the garden below and answer the questions that follow, then checkout the profile for landscape gardeners.

http://www.jobbank.gc.ca/es_view_profile-eng.do?prof_id=129&lang=eng



<http://wdfw.wa.gov/living/landscaping/>



1.

Estimate the dimensions of the lot in Imperial and metric. Round metric to two decimal points.

(document use level 2, estimation, measurement and calculation level 2)

Estimates should be or be close to:

$100\text{ ft.} \times 40\text{ ft.}$

$30.48\text{ m} \times 12.19\text{ m}$

2.

How many trees are on the property?

(document use level 1, measurement and calculation level 1)

6

3.

In metres, approximately how far from the edge of the property is the left side of the garage?

(document use level 2, estimation, measurement and calculation level 2)

Estimates should be or be close to:

6.10

4.

The blueprint author has included information about the amount of sun in different sections of the yard. Why do you think this information was included?

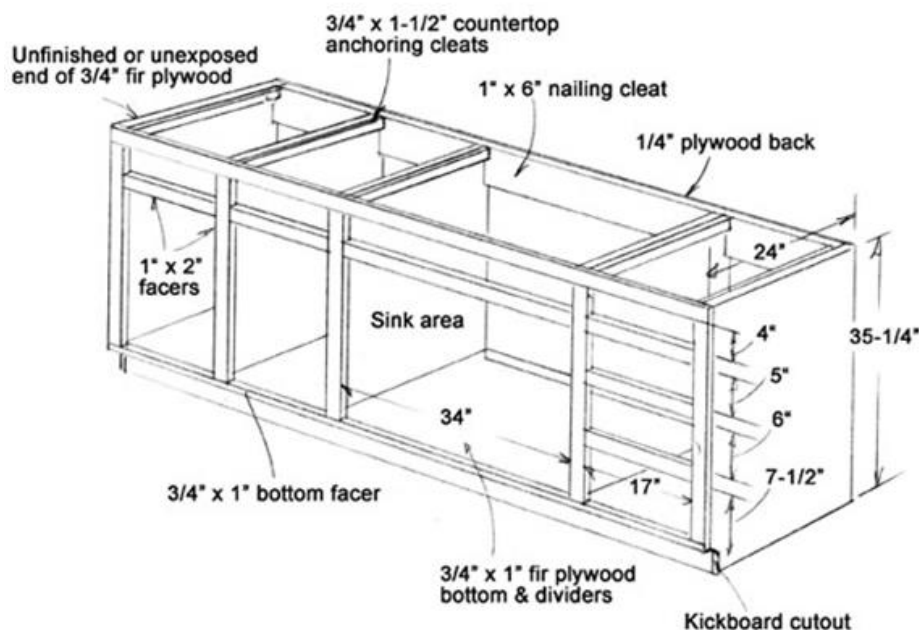
(document use level 1, thinking level 2)

Answers will vary but to be considered correct should include idea that shade affects plant growth



Cabinetmakers use blueprints to construct or repair things they work on such as kitchen cabinets, windows and window frames, and all types of furniture. Accuracy is very important in the work they do; they regularly need to fit small parts and sub-assemblies together, to precisely make and install cupboards and cases and to operate woodworking machines to cut and form parts.

Look at the blueprint below and answer the questions that follow.



<http://extremehowto.com/cabinet-building-basics-for-diyers>

1.

What object is this a blueprint for?
(document use level 2)

Kitchen sink and cabinets
or
Bathroom sink and cabinets

2.

How wide is the sink area?
(document use level 1)

34 in.



3. What is the back of the object made of?
(document use level 1)

*Plywood
Or
¼ in. plywood*

4. How thick is the backing?
(document use level 1)

¼ in.

5. How deep is the object?
(document use level 1)

24 in.

6. How high is the object?
(document use level 1)

35 ¼ in.

7. Which surface(s) of the object will be set against a wall? Explain how you can determine that from the blueprint.
(document use level 3, thinking 2)

*Left and back
The left end says it is to remain unfinished or unexposed which suggests it won't be seen or it is not necessary to spend time finishing it.
The back is just plywood and will likely go up against a wall to allow for the plumbing connections.*



8. What are the dimensions of the bottom facer? Estimate its length in inches.
(document use level 2, estimation level 2)

$\frac{3}{4}$ in. \times 1 in.

Length will be about 85 in.
 $34 \text{ in.} + 17 \text{ in.} \times 3$

9. What do you think the dividers shown on the front right of the object are for?
(document use level 1, thinking level 1)

Slots to hold drawers

10. If the two sections on the left are as wide as the fourth section, what is the approximate width of the object?
(document use level 2, measurement and calculation level 2)

About 85 in.

11. If the bottom facers are sold in 36" lengths, how many are required?
(document use level 2, measurement and calculation level 2)

three



4. PUZZLES IN PATTERNS

Pattern envelope

1.

How many main columns are there?
(document use level 1)

3

2.

What headings would you give to each of the columns?
(document use level 2)

Suggested answers are: 1. Pattern pieces 2. English information, 3. French information

3.

How many different types of pillows does the pattern include instructions for?
(document use level 1)

8

4.

How many pieces are included in the pattern?
(document use level 1)

11



What is dupioni?

5. *(document use level 2, problem solving level 2)*

A type of fabric suitable for making the pillows

What do you think a “notion” is?

6. *(document use level 2, problem solving level 2)*

Suggested answer is: something that is needed to complete the pillow in addition to the fabric. Wikipedia definition: Something that is sewn to, attached to, or otherwise included in a finished article.

How many different fabrics are used in Pillow C?

7. *(document use level 2)*

two. One for front and back and a second for contrast front.

Describe one way in which pillows D and E are the same and one way in which they are different?

8. *(document use level 2)*

Similarities (any one of the following): Both have a button in the middle; are made from same size of fabric; are the same finished size, use same buttons; or use same size pillow form. Difference: D uses pompom trim while E uses piping.

Which pillows are the same size?

9. *(document use level 2)*

*B and C
D and E
F, G and H*



10. Which is the largest pillow? How big is it?
(document use level 1)

A.
18 x 18"

See next page for answers to timetable question

TIME/PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 – 9:30			ATD 1001 OR Fri. @ 11:20		
9:40 – 11:10		ATD 1015	ATD 1005 OR TR @ 9:40	ATD 1005 OR Wed. @ 9:40	
11:20 – 12:50					ATD 1001 OR Wed @ 8:00
1:00 – 2:30					
2:40 – 3:10	ATD 1020				ATD 1010
3:20 – 4:50	ATD 1025				



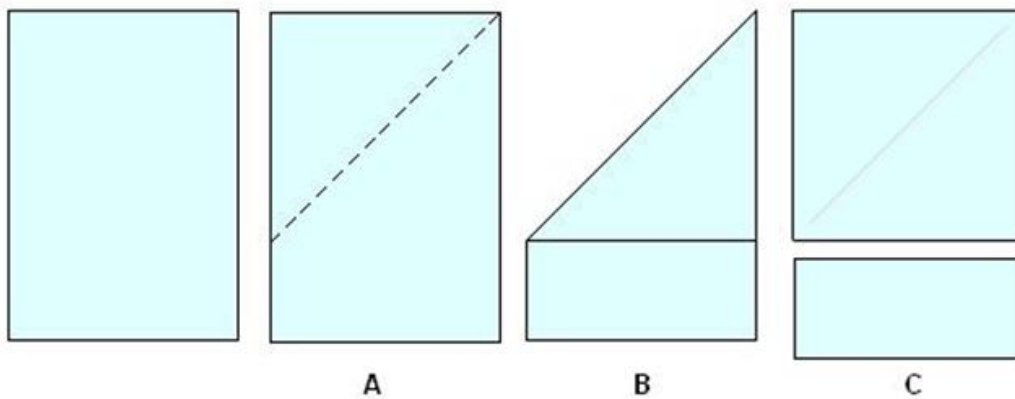
Origami

2.

If you were to explain, in words, the steps for creating a square piece of paper, what would you write? Write the steps below.

Which do you think is easier to understand, the instructions as words or the instructions as drawings? Why?

(job task planning and organizing level 2, critical thinking level 1, writing level 2)



Suggested response:

Place a piece of 8 ½" x 11" paper length ways on a flat surface. Fold the top left corner to the opposite edge of the sheet of paper. The upper two thirds of the sheet should look like a triangle. The bottom will look like a rectangle. Cut off the bottom rectangle and open the triangle. It will form a square.

For most people, a drawing with or without text is easier to follow. With a single text, it can be difficult to visualize what the paper is supposed to look like when folded and cut.



5. GO WITH THE FLOW

Red Seal flowchart

1.

What process is being shown in the flow chart?
(document use level 2)

The process for a trade to be designated a Red Seal trade.

2.

What is the first step in the process?
(document use level 1)

Industry (employers and employees) identifies national support for Red Seal designation.

3.

How many steps are there in the process?
(document use level 1)

Seven. (Although there are several activities in step 2)

4.

How many responsibilities does the lead jurisdiction have in the process? What are they?
(document use level 2)

Five:

1. *Determine that the minimum number of jurisdictions have the trade designated for apprenticeship*



2. *Ask all provincial territorial apprenticeship authorities to consult with their respective industry stakeholders*
3. *Ensure that there are consultations with interjurisdictional stakeholders*
4. *Evaluates data against designation criteria*
5. *Request designation for the CCDA*

5.

How many different paths are there to develop a Red Seal Standard? (*document use level 1*)

Two



7. WHAT'S IN A PICTURE?

10 Seconds and GO!

Infographics at a glance

(document use level 3, significant use of memory level 1, writing level 2)

Questions	INFOGRAPHIC NAME		
	Sun Safety	Volatile is the New Up	How to Pack Your bags
What is the key message?	Protection from UVR is important. Men and women make different decisions about sun protection.	Global economy is growing Good time for Canadian exporters Export business is up Canadian exports are up and going higher	There are rules and size limits on what you can put in carry-on baggage.
Who is the intended audience?	All Canadians All Canadians, especially those living in zones where UVR exposure is high.	Canadian businesses Canadian businesses that export, or want to export, to other countries	People travelling by airplane People travelling with carry-on baggage



Who is the sponsor of the message?	<p><i>Government of Canada</i></p> <p><i>Statistics Canada</i></p>	<p><i>EDC</i></p> <p><i>Export Development Canada</i></p> <p><i>Government of Canada</i></p>	<p><i>Government of Canada</i></p> <p><i>Canadian Air Transport Security Authority</i></p> <p><i>CATSA</i></p>
What is the “call to action”?	<p><i>Protect yourself from the sun.</i></p> <p><i>Protect yourself from UVR.</i></p>	<p><i>Consider how you can do more business by exporting</i></p>	<p><i>Pack this way to get through airport security easier and faster.</i></p>



Employment Information

1. How much less did the industry spend in 2015 than in 2014?
(document use level 2, measurement and calculation level 1)

31 billion

2. How many workers were employed in, or affected by, the oil and gas industry in 2014?
(document use level 2)

720,000

3. What is predicted for employment in the industry from 2015 onward?
(document use level 2)

185,000 fewer workers will be needed.

4. Create a title for this infographic.
(document use level 3)

Actual title is:

Oil and Gas Industry Spending and Resulting Employment Impacts

Some other suggestions:

Oil and Gas Industry and the Economy

Difference in spending and workers in oil and gas 2014 to 2015

Predictions for spending and employment in oil and gas



Understanding Fonts

1. How many font types are described in the poster?
(document use level 3)

5

2. What are three things designers have to consider about their audience when selecting a font?
(document use level 3)

Emotions

Feelings

Associations

3. The word “sans” is a French word that means “without”. Sans-serif and serif fonts look different to one another. What do you think “serif” means?
(document use level 3)

Serif refers to little marks or curlicues.

When used to describe font style, it refers to a small line attached to the end of a stroke in a letter. Times New Roman is an example. Some of the serifs are circled

T r a d i t i o n

4. Which font suggests reliability?
(document use level 2)

baskerville

5. What font should you use if you want people to think your product is strong?
(document use level 1)

Futura



6. What font type should you use if you want people to think your business is stable or modern?
(document use level 2)

Sans serif



8. TIMEPIECES

Sleep Association Table

1.

How many hours of sleep are recommended for teens?
(document use level 2)

8-10

2.

What two groups need the same amount of sleep?
(document use level 2)

Young adults and adults

3.

What group need the least amount of sleep?
(document use level 2)

Older adult

4.

What is the minimum number of hours recommended for any group?
(document use level 1)

7

5.

According to the chart, is it possible to sleep too much? How does the chart give you that information?
(document use level 2)



Yes. The yellow area, above the blue lines, includes hours up to 24 (one day). Anything in the top yellow section is identified as “not recommended”.

Now locate your group on the chart and answer these three questions.

6.

1. What is the minimum number of hours you should sleep each night?
2. If you have to get up at 7:00 a.m., what time should you go to sleep?
3. Complete the timetable to reflect your sleep habits.

(document use level 2, measurement and calculation level 2)

Answers will vary according to age and experience.

Sample answers for a teen (14-17 years) are shown here:

	Usual sleep time	Usual wake time	Number of hours of sleep	Are you getting the recommended # of hours?
Recommended # of hours			8-10	
Actual weekday	11 pm	7 pm	8	Yes
Actual weekend	11:30 p.m.	11 a.m.	11.5	No

Pie Charts

1.

Use the information in the pie chart, and estimates of your own time, to complete the table below. Compare the time spent by the average student to how you spend your time, on an average weekday. Any changes you'd like to make?

(document use level 2)

Weekday Activity	Average Person	You
Sleeping	8.4 h	
Leisure	3.6 h	
Working	3 h	
Education	3.4 h	
Eating & drinking	1.1	
Grooming	0.8	
Travelling	1.5	
Other	2.2 h	
Total	24 hours	24 hours



2.

Looking at the pie charts you created, consider the following questions:

Were you surprised when you saw the visual representation of how you use your time?

Is there a difference between what your current use of time looks like and how you would like it to look?

Were you able to identify changes you could make to use your time more productively?
(document use level 3, numeracy level 2)



9. STAYIN' ALIVE

Methanol label

1.

The WHMIS label is for Methanol. Find the information related to safety and identify how many types of PPE the worker should wear when using the product. List them.
(document use level 2)

Three. Chemical goggles, resistant gloves, respirator ("do not inhale vapours or mist")

Selecting PPE

1.

Which company provides the largest number of materials to select from? How many materials does it provide?
(document use level 2)

*Dupont.
5*

2.

What material(s) provides the best protection when working with high heat? What words tell you that?
(document use level 2)

*Teflon: "thermal resistance"
and
Nomex: "high temperature resistant"*



3.

To what standards is Interceptor produced?
(document use level 2)

NFPA 1991
and
CE Type 1

4.

Which products provide good resistance to tearing and holes? What words tell you that?
(document use level 2)

Kevlar: “resistance to cuts”
Tychem: “tear and puncture resistant”
Workmaster: “mechanical resistance”

5.

What is the weakness of Teflon? How is the weakness managed?
(document use level 2)

The weakness is that it has poor physical strength. This is managed by combining it with other materials.

6.

How many polymers are in Saranex?
(document use level 2)

two or more

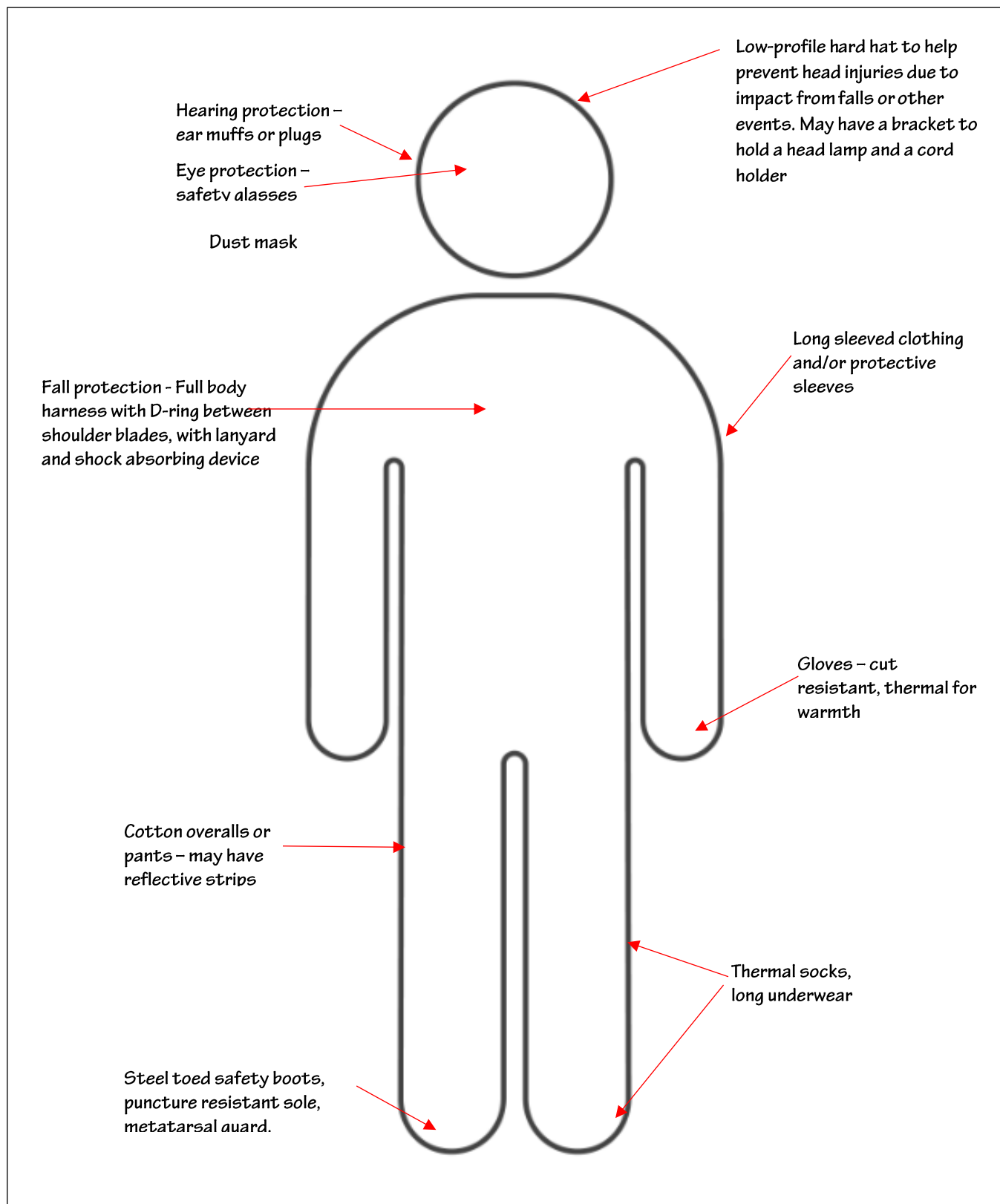
7.

What material is best for persons working in policing or the military? Explain your choice.
(document use level 2)

Kevlar: “resistance to bullets or flying fragments”



Construction Electrician PPE





10. CHEMICAL CAUTION

K1 Product Label

1. What are three things you should not do when working with Product K1? (*document use level 2*)

1. *Eat*
2. *Drink*
3. *smoke*

2. What kind of PPE should you use with K1?
(*document use level 1*)

Protective gloves

3. What should you do if you get K1 on your clothing?
(*document use level 1*)

Take it off and wash it



1.

You are going to create your own supplier label for a new product: a lacquer that can be used to protect snowboards.

Label should include:

Your product name

Signal words

- Danger

Hazard Statement

- May be fatal if swallowed
- Can cause damage to liver or nervous system

Design features that support the information

Precautions/ Instructions for first aid

- Keep out of reach of children
- Use with caution in a well ventilated area
- Do not spray near fire or open flame
- Do not store above 40°C
- Do not puncture the can
- Causes skin and eye irritation
- Might cause drowsiness
- If swallowed call the poison centre right away
- Flush eyes with water for at least 15 minutes, if in contact
- Wash skin with soap and water; see a doctor if a rash develops

The following WHIMS symbols



Supplier Contact Information

- Lacquer Wonder Co.
1755 Downtown Street
Somewhereville, AB T3T 4Y7
P: 780 770 0000



11. DANGERS OF BEAUTY

1.

What is the product name?
(document use level 2)

X-TREME GLAMOUR HS KLEARKOTE

2.

What PPE are required when using the product?
(document use level 2)

protective gloves/protective clothing/eye protection/face protection

3.

How should the product be stored?
(document use level 2)

*Store in a well-ventilated place. Keep container tightly closed.
Keep cool. Store locked up.*

4.

Is the product flammable?
(document use level 2)

Yes. Flammable icon and Hazard Statement says "Highly flammable liquid and vapor."



5. What level is the environmental hazard of the product?
(document use level 1)

Category 3

6. What should you do if you get it on your skin?
(document use level 2)

Rinse skin with water/shower

7. Who manufactures the product?
(document use level 1)

5 STAR XTREME

8. What website will give you more information about the product?
(document use level 1)

www.5starextreme.com

9. What is the principle purpose of the product?
(document use level 1)

*The product is intended to be used as an Automotive Refinish
Clear Coat*

10. What percentage of the product is 1-Methoxy - 2- propyl acetate?
(document use level 1)

1 to <5



12. DISASTER! EXPLODING TOILETS!!

USE THE ANSWERS BELOW TO CHECK YOUR WORK.

1.

Use the information in the article about Flusharoo to complete the chart below.
(document use level 2)

Recall Year →	2011	2013
Units recalled in US	1.9 million	351,000
Units recalled in Canada	8400	8400
Start of manufacturing period	October 1995	April 2006
End of manufacturing period	March 2006	May 2010

2.

Document use often involves deciphering meaning from pictures, symbols or icons. Look at the three pictures below and decide what message you think each conveys. Can you think of a caption for each picture that is just one phrase? Have fun!
(document use level 3, writing level 2)

Some ideas are shown beside each picture



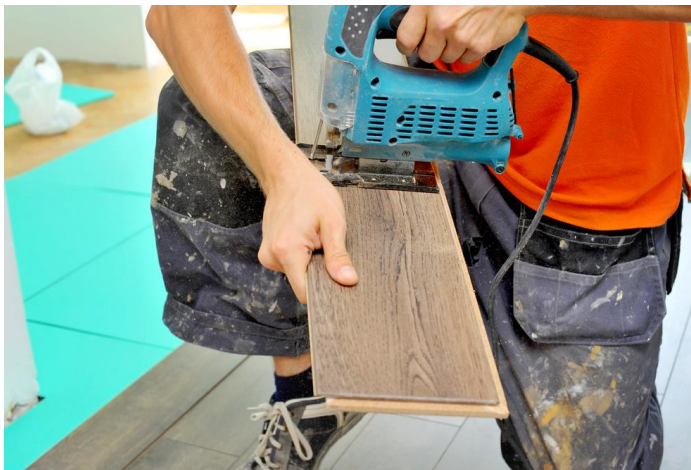
YOUR CAPTION HERE



Shouldn't have had all those beans!

Science experiment gone wrong!

I told you I didn't want to clean the bathroom!



YOUR CAPTION HERE



Risky business

This could get messy

Short cut to disaster



YOUR CAPTION HERE



Don't be late for work!

The big OUCH!



13. I'M HURT! NOW WHAT?

WORKPLACE ACCIDENT REPORTS / APPLICATION FOR BENEFITS

Worker's Report of Injury

1. What is the worker's first name?
(document use level 1)

Ryan Jones

2. What are the last three digits of the worker's SIN?
(document use level 2)

123

3. What is the worker's marital status?
(document use level 1)

divorced

4. What part of the body was injured?
(document use level 2)

Right hand



5.

Has that part of the body been injured before? Where did you find the information?
(document use level 2)

Yes. In #12 Past Injuries

6.

How did the current accident happen?
(document use level 2)

He was picking up pieces of a toilet that had exploded. He picked up a piece that was sharp and it cut his hand.

7.

Were there any witnesses? How do you know?
(document use level 2)

No. He didn't complete the section where you are supposed to list witnesses.

8.

What month, day and time was the accident?
(document use level 2)

February 6, 2017

9.

How long was the worker off work due to the accident? From when to when?
(document use level 2)

Afternoon of February 6th to February 8th.

10.

What PPE could have prevented the accident?
(document use level 2)

gloves



1.

Review the email and complete the form, using the information the worker provided in his email. After you enter the information into the form, list at least four (4) necessary pieces of information that the worker did not send. (document use level 3)

1. Part A: Incomplete address

3. Part C: questions 1, 3, 5, 6, 8, and 10 are missing pieces of information

2. Part A: no phone #

4. Part D: #13 missing information

See circles on completed form for more missing information options

WORKERS REPORT OF INJURY

IF A QUESTION DOES NOT APPLY, INDICATE WITH "N/A".

A – Worker Information					
First Name <u>Jason</u>		Last Name <u>Brick</u>		Also Known As	
Mailing Address <u>Banke Cr.</u>		Community <u>Yellowknife</u>		Territory/Province <u>NWT</u>	Postal Code
Residential Address (if different than above)		Date of Birth <u>05/10</u>		Gender <input checked="" type="checkbox"/> Male <input type="checkbox"/> Female	
Telephone (include Area Code)	Cell (include Area Code)	Email Address <u>bricker@gmail.com</u>			
Social Insurance Number <u>222 111 333</u>		Preferred Language <input checked="" type="checkbox"/> English <input type="checkbox"/> French <input type="checkbox"/> Inuktitut <input type="checkbox"/> Other			
Job Title (no abbreviations)					
B – Employer Information					
Employer Name <u>Rent Yer Hero</u>		Address <u>www.rentyerhero.com</u>			
Supervisor Name <u>Joe Sharp</u>		Telephone (include Area Code) <u>555 604 2222</u>			
Do you work for this employer in a province or territory other than the Northwest Territories or Nunavut? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No					
If yes, where?					
C – Incident Details					
1. Date of Incident <u>04/06/17</u>		2. Place of Incident Community: <u>Yellowknife</u> Territory/Province: <u>NWT</u>			
Time: <u>12PM</u>					
3. Did you delay reporting for more than one day? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, why? (Please explain)					
4. Did incident occur on employer's premises? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If no, where did the incident occur? <u>Central Community Centre</u>					
5. Name and position of person you reported incident to: Name: Position: Phone:					
6. Did you stop working due to your injury? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, when? <u>04/06/17</u> Time: <u>12PM</u>					
IMPORTANT					
7. Please describe the incident in as much detail as possible. Include: what you were doing; where the injury took place; what equipment you were using; and, whether the incident involved gas, chemicals or extreme temperatures (Please use attached sheet if necessary). <u>being Spiderman. I ran up a wall and didn't complete a back flip and ended up falling on my shoulder.</u>					
What body parts did you injure? (left/right side, hand, eye, back, etc.) Please also indicate the body parts on the diagram. <u>left shoulder</u>					
What type of injuries? (sprain, bruise, fracture, etc.) <u>separation</u>					



8. IMPORTANT - Please list any witnesses.			
Name <i>Penny Farthing</i>	Address <i>[circled]</i>		Contact Number <i>5556149999</i>
Name	Address		Contact Number
9. Did you seek medical attention? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
<i>Mrs. Farthing called an ambulance</i>		When? <i>040617</i>	
10. Where did you receive medical attention? <i>Stanton Hospital</i>		When? <i>040617</i>	Time? <i>[circled]</i> <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM
11. If medical attention was given by First Aid or Medical Aid, please provide contact information.			
First Aid:	Name	Phone	Email
Medical Aid:	Facility Name <i>Stanton Hospital</i>		
D - Past Injuries			
12. Have you previously injured or experienced ongoing pain in the same body part? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
If yes, please explain. Include dates if possible. <i>About a year ago a hand was Superman. I hurt the same shoulder</i>			
13. Do you have any previous compensation claims with the WSCC, or any other workers' compensation board? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
If yes, provide dates and nature of injury. <i>[circled]</i>			
E - Return to Work			
14. Did your employer offer you modified or alternative work? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
If yes, what are the modified duties? <i>helping other heroes get ready</i>		When? <i>[circled]</i>	
15. Did you return to work? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, <input type="checkbox"/> Light Duties <input checked="" type="checkbox"/> Regular Duties			
If no, when do you expect to return to work (e.g., a month, 2 days, etc.) <i>[circled]</i>		When? <i>[circled]</i>	
WORKER'S CONSENT			
I claim compensation for my work-related injury or disease and declare the information provided in support of my claim is true and accurate to the best of my knowledge and belief. I acknowledge it may be a criminal offence to make a false claim.			
			Initial <u>Print to initial</u>



Lost Time Claims

1. For what year is the information provided?
(document use level 1)

2015

2. What is being reported?
(document use level 2)

Details on lost time claims

3. Which age group had the highest number of claims?
(document use level 1)

50 - 54

4. Which industry had the fewest number of claims?
(document use level 1)

Fishing and trapping

5. Which industry had the highest number of claims?
(document use level 1)

Accommodation, food and beverage



6.

What percentage of the total claims were by youth 24 and younger? Round your answer to the closest whole number.

(document use level 2, measurement and calculation level 2)

13%

Calculation:

Total claims = 232,629

$15-19 + 20-24 = 8155 + 22052 = 30257$

$30257 / 232629 \times 100 = 13\%$



14. APPRENTICESHIP BY THE NUMBERS

Registered apprenticeship training, by major trade group

	2010	2012	2014
REGISTRATIONS	NUMBER		
Total - major trade groups	430,452	444,672	451,140
Automotive service	45,870	41,826	42,225
Carpenters	51,516	49,218	45,915
Early childhood educators and assistants	7,974	8,118	7,623
Electricians	66,120	67,023	70,851
Electronics and instrumentation ²	6,087	6,066	7,314
Exterior finishing	14,184	13,710	13,695
Food service	18,708	20,856	21,210
Hairstylists and estheticians	20,259	19,392	17,541
Heavy duty equipment mechanics	12,429	13,914	15,651
Heavy equipment and crane operators	11,769	13,251	14,793
Interior finishing	18,327	18,111	18,387
Landscape and horticulture technicians and specialists	3,198	4,074	4,665
Machinists	10,641	9,579	9,240
Metal workers (other)	8,637	10,059	12,324
Millwrights	12,036	12,255	12,549
Oil and gas well drillers, servicers, testers and related workers	5,244	4,731	4,221
Plumbers, pipefitters and steamfitters ³	44,835	45,774	45,168
Refrigeration and air conditioning mechanics	7,779	8,103	8,334
Sheet metal workers	8,751	8,445	8,358
User support technicians	19,605	26,481	21,306
Welders	16,650	18,738	21,378
Other major trade groups ¹	10,881	14,775	17,160

Notes:

Totals may not add up because of rounding.

The major trade groups referenced in this table are a special grouping created from the National Occupation Classification (NOC).

Source: Statistics Canada, CANSIM table 477-0053.

Last modified: 2016-09-08.



1. Which trade had the largest number of registrations in 2010, 2012 and 2014?
(document use level 2)

electricians
2. Which trade had the greatest increase in number of registrations from 2010 to 2014?
(document use level 3, data analysis level 2)

electricians
3. Which trade saw the greatest decrease in registrations between 2010 and 2014?
(document use level 3, data analysis level 2)

carpenters
4. In what year were machinist registrations at their highest?
(document use level 1)

2010
5. In what year were exterior finishing registrations at their highest?
(document use level 1)

2010
6. Which trade had the greatest number of registrations in 2012?
(document use level 1)

electricians
7. What was the numerical difference in plumber registrations between 2010 and 2012?
(document use level 1, measurement and calculation level 1)

+939



8.

What was the percentage difference in plumber registrations between 2010 and 2012?
(document use level 2, measurement and calculation level 2)

2.1%

9.

The trades are listed in alphabetical order in the table. If they were listed by highest number of registrations in 2014, what would the top three trade groups be?
(document use level 2, data analysis level 2)

*Electrician
Carpenter
Automotive service*

10.

Calculate question 9 for the year 2010.
(document use level 2, data analysis level 2)

*Electrician
Carpenter
Automotive service*

11.

In your opinion, what reason(s) can you think of for the change in the number of welder registrations between 2010 and 2014? Describe how you would prove your opinion.
(document use level 2, critical thinking level 2, writing level 2)

*Welders are needed in almost every industry.
Currently there is an increase in demand in manufacturing,
shipbuilding, mining etc. These industries all need welders so
more jobs available for trained welders.
Welders can't be replaced by automation.
Can support opinions by researching online.
Sites such as www.gowelding.org have good information as does
the job bank www.jobbank.gc.ca*



12.

In your opinion, what reason(s) can you think of for the change in the number of oil and gas worker registrations between 2010 and 2012? Describe how you would prove your opinion.
(document use level 2, critical thinking level 2, writing level 2)

*Global drop in the oil and gas industry due to oversupply.
Decrease in available work in Canada - especially in drilling
new wells and in the oil sands developments.
Lack of pipelines to move oil to market.*

*Check stats on drilling activity and jobs by using websites such as:
www.careersinoilandgas.com*

**ESSENTIAL SKILLS!
WORK READY YOUTH
PROGRAM**



**ES
ASSESSMENT!**

DOCUMENT USE

Use the table of contents to navigate through this workbook. Track your progress by putting a checkmark beside each topic you complete.

SECTION AND TOPIC		Pg.	√
ES Assessment!		201	
1	Document Use Skill Testing Questions	203	
2	Document Use Skill Testing Questions – Answer key	209	



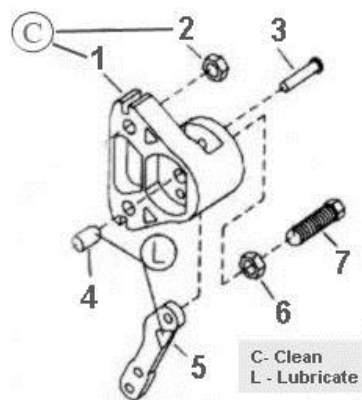
1. DOCUMENT USE SKILL TESTING QUESTIONS

TRY THE 11 QUESTIONS BELOW THEN CHECK THE ANSWER KEY TO SEE HOW WELL YOU DID.

1.

Which parts of the brake below need to be lubricated?

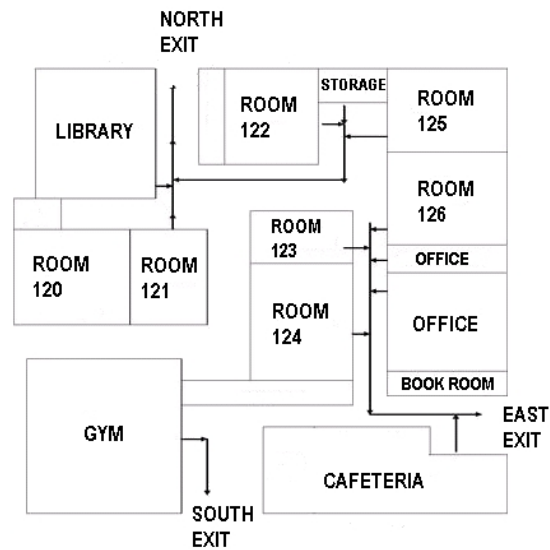
Go Cart Disc Brake



- a) 1 and 2
- b) 3 and 4
- c) 4 and 5

2.

Look on the next page at the emergency evacuation plan for the school. Which exit should Room 126 use?



- a) North Exit
- b) East Exit
- c) South Exit

3.

What job identification information will you include on your application for this job?

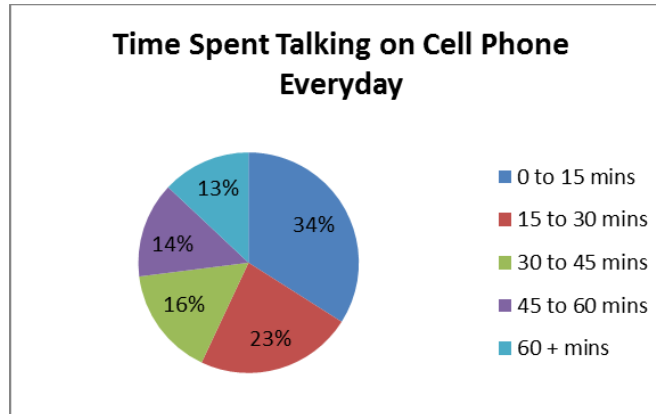
Aircraft Maintenance Technician Opportunity	
Job Type	HL890AC1 Contract
Job ID	JL 12MT 15
Experience	2 years
Salary	TBD
Requirements	Qualifications <ul style="list-style-type: none"> • Experience as an aircraft technician • AME License

- a) JL12MT15
- b) Aircraft Maintenance Technician
- c) HL890AC1 Contract



4.

What percentage of teens spend between 30 and 60 minutes a day talking on their cell phone?



- a) 30%
- b) 14 to 16%
- c) 39%

5.

How many teeth per inch should there be in a hacksaw blade used to cut copper pipe?

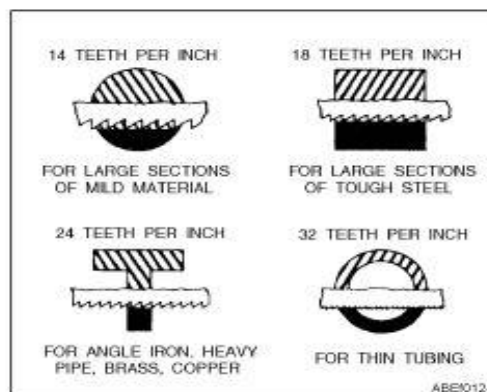


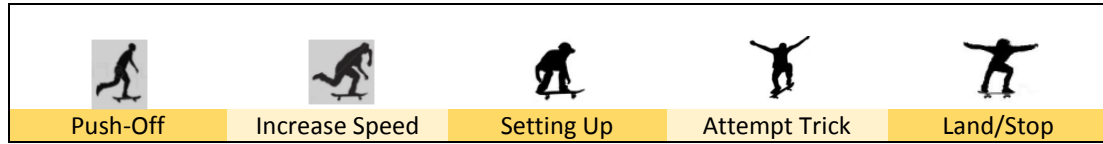
Figure 1-14.—Selecting the proper hacksaw blade.

- a) 32
- b) 18
- c) 24



6.

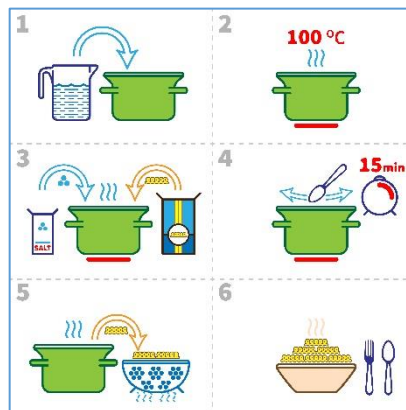
An average trick for skateboarding requires 5 stages. Which stages prepare the skateboarder for the jump?



- a) Push-off, increase speed, setting up
- b) Push-off, setting up, land/stop
- c) Increase speed, setting up, attempt trick

7.

How many ingredients are required to make this pasta?



- a) 2
- b) 3
- c) 4



8.

The shows at the Inventor Fair that you want to see are Robotics and Drone Wars. You also want to attend a speaker session about cars. Look at the schedule on the next page. In which order do you attend your shows?

Inventor Fair Schedule: Saturday			
	Main Stage	Performances	Speakers
11 am	Robotics	Drone Wars	John Feris, airplane maker
12 pm	Virtual Bike	Power Racing	David Kelly, vehicle pioneer
1 pm	Light and Sound	Swap Your Collectibles	Megan Yates, techie
2 pm	Robotics	Lost in Space	Emily Gomez, robo designer
3 pm	Life Size Rabbit Trap	Hardware Phenomenon	Joe Lam, Cool Devices
4 pm	Cool Tools	Totally Electric	Tim Collins, rocket hobbyist

- a) Robotics, Drone Wars, David Kelly
- b) Drone Wars, Megan Yates, Robotics
- c) Drone Wars, David Kelly, Robotics

9.

What is the hip measurement for size extra-large?

Sewing Pattern Size Chart (cm)				
	S	M	L	XL
Bust	78	84	90	95
Waist	60	65	72	79
Hips	86	90	95	100
Height	158	163	165	168

- a) 95 cm
- b) 100 cm
- c) 79 cm



10.

Plans for all three cellphone carriers are the same cost per month. What does Chime offer that the other companies don't?

Carrier	Kall-me	Chime	Arrow
Airtime Included	Unlimited nationwide	Unlimited nationwide calling	Unlimited Canada-wide talk
Phone Features Included	Call display, voicemail, call waiting & conference call	Call display, message centre lite, call waiting & conference calls	Call display, voicemail, call waiting & conference calling
Text Messaging	Unlimited nationwide text, picture and video messaging	Unlimited international text, picture and video messages	Unlimited Canada-wide text, picture and video messaging

- a) Call waiting and conference calling
- b) Unlimited nation-wide calling
- c) Unlimited international text

11.

When is it possible to book a room at Fun Palace, by the hour?

FUN PALACE PARTY ROOM RENTALS				
WEEKENDS	Fri./Sat. (5 pm – 12 pm)	Sat. Day (8 am – 5 pm)	Sat. All Day (8 am – 12 am)	Sun. (3 pm – 10 pm)
Super Heroes	\$725	\$550	\$1,000	\$375 or \$140/h
Princesses	\$325	\$225	\$375	\$150 or \$40/h
Sports Heroes	\$825	\$650	\$1,200	\$450 or \$165/h
Wicked Witches	\$135	\$135	\$225	\$135

- a) Weekends
- b) Friday and Saturday
- c) Sunday



2. DOCUMENT USE

SKILL TESTING QUESTIONS

ANSWER KEY

HOW DID YOU DO ON THE 11 QUESTIONS?

1. Which parts of the brake below need to be lubricated?

a) 4 and 5

Document use – Level 2

2. Look on the next page at the emergency evacuation plan for the school. Which exit should Room 126 use?

b) East exit

Document use – Level 1

3. What job identification information will you include on your application for this job?

c) JL12MT15

Document use – Level 2

4. What percentage of teens spend between 30 to 60 minutes a day talking on their cell phone?

a) 30%

Document use – Level 2



5. How many teeth per inch should there be in a hacksaw blade used to cut copper pipe?

c) 24

Document use – Level 1

6. An average trick for skateboarding requires 5 stages. Which stages prepare the skateboarder for the jump?

a) Push off, increase speed, setting up

Document use – Level 2

7. How many ingredients are required to make this pasta?

b) 3

Document use – Level 1

8. The shows at the Inventor Fair that you want to see are Robotics and Drone Wars. You also want to attend a speaker session about cars. Look at the schedule on the next page. In which order do you attend your shows?

c) Drone Wars, David Kelly, Robotics

Document use – Level 3

9. What is the hip measurement for size extra-large?

b) 100 cm

Document use – Level 1



- 10.** Plans for all three cellphone carriers are the same cost per month. What does Chime offer that the other companies don't?

c) Unlimited international text

Data Analysis – Level 3

- 11.** When is it possible to book a room at Fun Palace, by the hour?

c) Sunday

Document use – Level 1

How did you do? Enter the number of answers, in each level, that you got correct.

DOCUMENT USE		
Level 1 /5	Level 2 /4	Level 3 /2

80 – 100% correct – skills may be in upper Level 2 and might be quite quickly improved to Level 3, with practice.

60 – 80% correct – skills may be in low to mid-level 2. They need to be improved, but some of the basics are in place and so it might be possible to improve reasonably quickly.

<60% - skills could definitely use some practice.