

**CSI COLLEGE OF  
SOUTHERN  
IDAHO**



**Workplace Learning**

**English for  
Factory Employees**

**~ Safety in the Workplace ~**



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Students come to this ESL course with a wide variety of industry experience and knowledge of English. Because of the limited time frame for this course, all students complete the same group of tasks. This ensures that all participants meet minimum levels of understanding regarding safety in a food manufacturing environment, and they have had an opportunity to increase general English language comprehension and communication skills.

## **Course Suggestions**

- Depending upon individual students’ understanding of English, you may need to adjust the information presented, or you may need to provide additional explanation.
- More materials are provided, than will likely get used per week. Discuss primary goals and outcomes desired with company to determine what your focus should be for the course.
- When having students write sentences, start each project in the classroom so there is an example sentence for them to follow. Being able to compare handwriting with sentences completed in your presence is a great way to verify the student completed the assigned work.

# Support Features

## Videos

Understanding verb tenses: <http://www.elihinkel.org/tips/tenses.htm>

Understanding the four types of –ing: <http://www.elihinkel.org/tips/4FormsING.htm>

Understanding prepositions: <http://www.elihinkel.org/tips/prepositions.htm>

Hand washing hygiene: <http://www.convergencetraining.com/hand-washing-and-hygiene.html>

HACCP Part 1: [https://www.youtube.com/watch?v=7nbd\\_TnU8o](https://www.youtube.com/watch?v=7nbd_TnU8o)

HACCP Part 2: [https://www.youtube.com/watch?v=gRJ7q\\_2Vkr](https://www.youtube.com/watch?v=gRJ7q_2Vkr)

Lockout Tagout: <http://www.youtube.com/watch?v=dX6K4jRBR>

Machine Guarding: <https://www.youtube.com/watch?v=-BEATC9-mKQ>

## **Electronic Resources:** <http://agriculture.csi.edu/workplaceell>

- Pre-Assessment
- Safety Signs
- Completing Forms
- Safety Signs Assessment
- Food Manufacturing Vocabulary
- Directions Assessment
- Parts of the Body
- Directions
- Protective Equipment
- Protective Equipment Assessment
- Verb Tense
- Parts of the Body Assessment
- LOTO Assessment
- Reading SDS Sheets
- WHMIS Labels
- Food Manufacturing Vocabulary – Part 2
- Post Assessment

# Workplace Needs Analysis

(Working with management, instructor completes this worksheet prior to beginning of classes.)

Company: \_\_\_\_\_

Management contact person: \_\_\_\_\_

Management contact phone/email: \_\_\_\_\_

Date classes start: \_\_\_\_\_

Date classes end (eight week session): \_\_\_\_\_

Location of classes: \_\_\_\_\_

Time classes start: \_\_\_\_\_

Time classes end (one hour): \_\_\_\_\_

---

Location(s) and identifying information of first aid station(s): \_\_\_\_\_

Safety signage, tools, equipment, and supplies specific to this work environment: \_\_\_\_\_

Custom vocabulary specific to this work environment (8-10 words maximum): \_\_\_\_\_

Custom personal protective equipment/safety gear required at this workplace: \_\_\_\_\_

Custom personal hygiene requirements for this work environment: \_\_\_\_\_









# Session One Outline and Guide

**Topics covered in Session One include:** Instructor introduction and course overview, student introductions, pre-assessment.

**Supplies Needed:**

None

**Electronic Resources:**

Pre-Assessment Testing

**One Hour Class Format**

<b>0-10 minutes</b>	Instructor introduction and course overview
<b>10-20 minutes</b>	Students introduce themselves.
<b>20-55 minutes</b>	Students complete the three-part pre-assessment. 1) Listen (Read instructor sheet, giving students time to complete assessment) 2) Read 3) Discuss
<b>55-60 minutes</b>	Thank students for attending and let them know that the next session will focus on safety signs



## Instructor Sheet - Listening

Read the paragraph shown below. Students will circle the best response for each question on the next page.

1. I'm moving next weekend. Are you available to help? Would you be able to help on Saturday?
2. I live in Twin Falls.  
I have lived in Idaho for six years.  
I like living in Idaho.  
I like the sunny weather.
3. Look out! There's broken glass on the floor.
4. My children are young and live at home. I have two girls and a boy.
5. I'm not wearing my hard hat. I forget to put it on, but I will get it now.
6. I need to speak to my supervisor because I have a toothache and I need time off for a dentist appointment.



# Pre-Assessment

Listen to the instructor and then read each question and circle the best answer.

## 1) What does the woman want?

- The woman wants to borrow a truck.
- She wants help moving.
- The woman is moving.
- She needs help driving a truck.

## 2) Why does this person enjoy living in Idaho?

- The person likes mountains.
- The person wants to travel.
- The person has lived in Idaho for six years.
- The person enjoys the sunshine.

## 3) How many children does the woman have?

- Four
- Three
- Two
- One

**4) What response is best?**

- I prefer plastic
- Yes, I would like a glass of water.
- Thank you. I didn't see it.
- I will try not to break the glass.

**5) What is the problem?**

- Joe's hard hat doesn't fit.
- Joe lost his hard hat.
- Joe isn't wearing his hard hat.
- Joes likes to break safety rules.

**6) What will this person be asking the supervisor for?**

- The person is asking for time off.
- The person is quitting their job.
- The person wants the supervisor to make a dentist appointment.
- The person wants to talk about vacation.

# Pre-Assessment

Read each question and circle the answer that best applies.

1) What does this sign mean?

- No smoking.
- Fire extinguisher.
- Hazardous materials.
- First aid station.



2) What is this person doing?

- Writing a story.
- Jumping rope.
- Walking a dog.
- Lifting a box.



3) Where do you write your identification number?

- 1
- 2
- 3
- 4

Name	_____ ① _____
Address	_____ ② _____
Telephone	_____ ③ _____
ID#	_____ ④ _____

**4) What time does Flight A9980 arrive?**

- 10:06
- 4:00
- 11:32
- 6:28

<b>Flight Arrivals</b>	
Flight A3751	10:06
Flight J2276	11:32
Flight A9980	4:00
Flight J5788	6:28

**5) How does Mary get to work?**

- She drives.
- Mary rides her bike.
- Mary works in Twin Falls.
- It takes 10 minutes.

Mary works in Twin Falls. She rides her bike to work every day. It usually takes her about 10 minutes to get to work.

**6) What does Gerry do first?**

- Gerry arrives at the dentist's office.
- Gerry signs in.
- He waits for his name to be called.
- He has a seat.

Gerry arrives at the dentist's office and signs in. He has a seat and waits for his name to be called.



# Pre-Assessment - Discussion

Ask each person at least one or two questions from the list below.  
Use the items as a starting point for ongoing discussion so you can gauge English comprehension.

## General:

1. What is your name?
2. Where do you live?
3. Are you married?
4. Do you have children?
5. Where were you born?
6. What day is today?
7. What city do you live in?
8. How long have you lived in \_\_\_\_\_? (Fill in the blank with whatever city student lists in previous question.)
9. What do you need the most help in? (speaking reading, or writing)
10. What do you like to do for fun?
11. Tell me something about your family.

## Workplace Safety:

1. What kind of work do you do?
2. What tools do you use in your job?
3. What do you hope to learn in this class?
4. Can you give me an example of safety training you've received?
5. Can you give me an example of a safe workplace practice you use?

Optional: An alternative format for placement could include a short conversation with each participant where he or she is asked multiple questions, with follow-up questions asked to drill down on strengths and weaknesses within English language ability.



# Session Two Outline and Guide

**Topics covered in Session Two include:** Basic personal information, safety sign recognition, beginning sentence structure, location of closest first aid station, and evacuation points.

## Supplies Needed:

Scissors if cutting out flash cards in class

## Electronic Resources:

Completing Forms

Safety Signs

## One Hour Class Format

**0-10 minutes** Students fill out the “Complete a Form” handout.

**Optional:** Discuss American customs regarding names and greetings. Most Americans have three names. Nicknames are common and may sometimes be shorter versions of a real name. The family name, or surname, comes last. It is also called a last name. Greetings are usually casual and may only include first names, maintain eye contact during a greeting, communication style is direct.

**15-30 minutes** Students complete the “Match Signs” worksheet 1 or 2 depending upon pre-test level.

**Note:** Depending upon students’ understanding of English, you may need to provide additional explanation that words can have multiple meanings (match = something you use to light a fire or match = compare items).

Give students five minutes or so to identify signs they already know, work together as a group to complete remaining items.

Pass out pre-cut or ready to cut vocabulary flash cards so students can practice sign identification at home. Discuss the cards to ensure understanding of each item as needed. Let them know there will be a test on sign identification in Session Three.

**Optional:** Discuss purpose for signs and categorize based on color – Informative (green), Prohibitory (red), Mandatory (blue), and Warning (yellow).

**30-45 minutes** Students complete “Safety Sentences” worksheet.

**Note:** Depending upon students’ understanding of English, you may need to provide additional explanation regarding nouns and verbs.

**Optional:** Discuss English language sentence structure. Adjective BEFORE noun, question mark only at the end of a sentence, etc.

**45-60 minutes** Students complete “Safety Vocabulary” worksheet

Ask students to practice writing each of the words in the worksheet, and have them include the translation to each word for their language.

**Optional:** Additional worksheets are included.



# Complete a Form

Fill out the following information.

(See video **Fill Out a Form** for help if needed.)

Name \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_

Zip Code \_\_\_\_\_

Phone \_\_\_\_\_



# Match Signs – Level 1

Match the sign to its description.



Cleanroom

Eye Protection Required

Hearing Protection Required

Emergency Exit

Caution Slip Hazard

Caution Flammable

Fire Extinguisher

No Smoking

First Aid Stations

Caution Forklift





## Match Signs – Level 2

Match the sign to the correct sentence.



Wear gloves and booties in the cleanroom.

The water on the floor could cause a slip hazard.

Take caution if that is a flammable liquid.

In case of emergency use the emergency exit.

There is no smoking in this area.

The first aid station is near the stairs.

Be careful of the forklift as it goes by.

Wear ear protection when sound is loud.

Prevent eye injuries by wearing your eye protection.

Use the fire extinguisher to put out small fires.



Flash cards



**Fire  
Extinguisher**



**Hearing  
Protection  
Required**

**Cleanroom**



Flash cards



**Eye  
Protection  
Required**





**Caution  
Slip  
Hazard**

**Caution  
Flammable**



# Flash cards



<p><b>Emergency Exit</b></p>	
	<p><b>No Smoking</b></p>

Flash cards



**First  
Aid  
Station**



**Caution  
Forklift**

## Safety Sentences

Practice writing the sample sentences. Circle the noun and the verb.

noun = person, place, or thing      verb = action

*Example:*      **He** **looked** for the first aid kit.  
noun (person)                      verb (what he did)

Tom drives a forklift.

---

Mary sees the green exit sign.

---

She wears hearing protection.

---

Look for spills to avoid slipping.

---





# Safety Vocabulary

Write out the vocabulary words and then break them into syllables. Example: *pro/tect*  
Provide a translation for each word to help you remember meaning.

## English

## Practice

## First language

protect

---

---

danger

---

---

caution

---

---

required

---

---

flammable

---

---

protection

---

---

hazard

---

---

hazardous

---

---

equipment

---

---

extinguish

---

---

rules

---

---

translation

---

---



# Describe Signs

Write a description for each sign.



---



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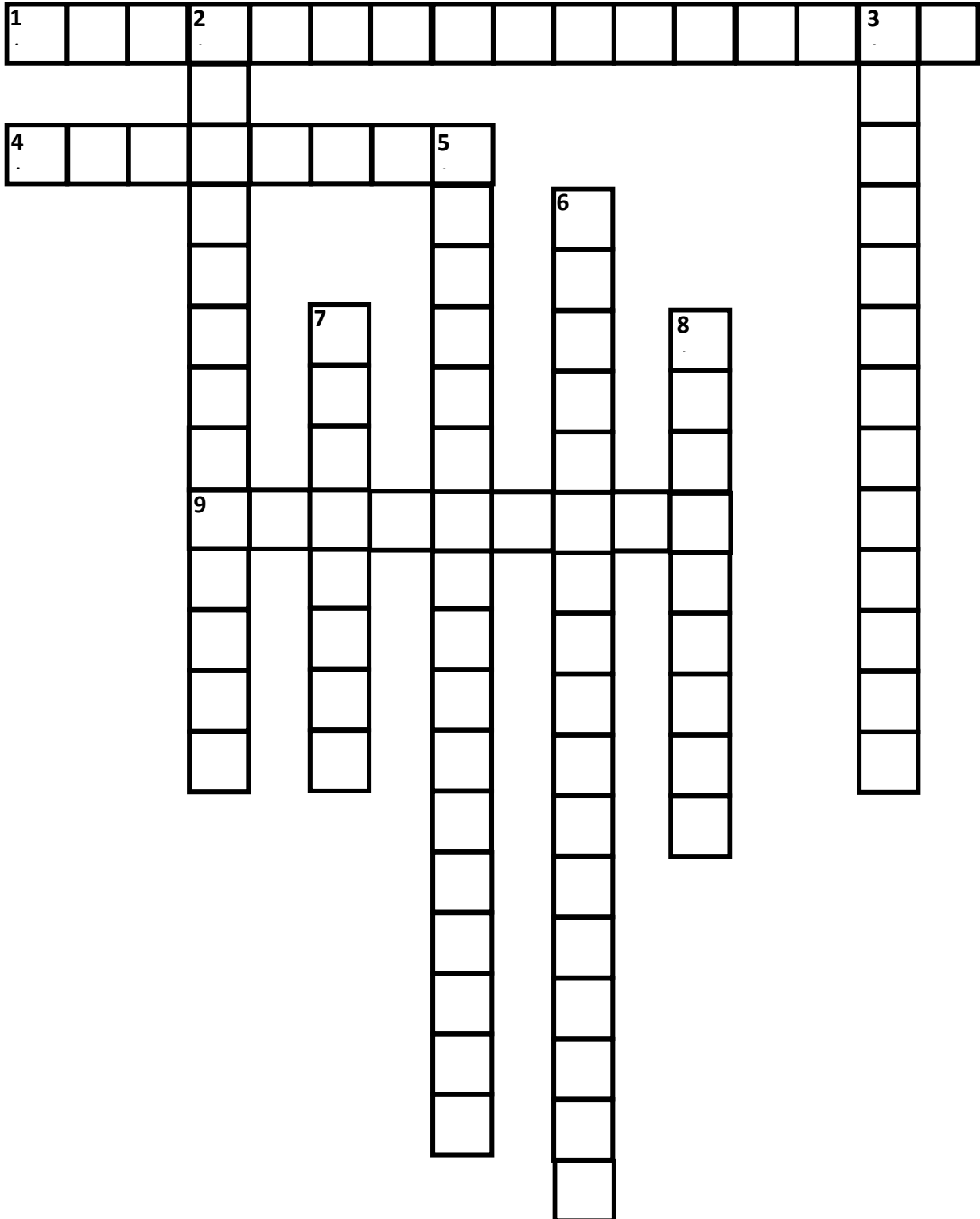


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# Workplace Safety

Complete the crossword puzzle using the images shown on the next page.



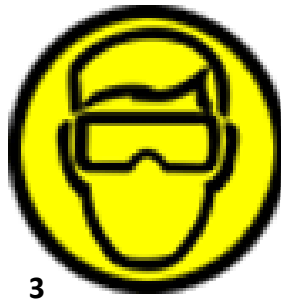


## Across



## Down

---







## Session Three Outline and Guide

**Topics covered in Session Three include:** Safety sign identification review, food equipment vocabulary part 1, directions grammar.

### Supplies Needed:

Scissors if cutting out flash cards in class

### Electronic Resources:

Safety Signs Assessment

Food Manufacturing Vocabulary – Part 1

### One Hour Class Format

**0-10 minutes** Quiz - Students complete the “Match Signs” worksheet.

Without guidance, students need to score a minimum of 70% to demonstrate understanding.

Depending upon class, you may need to repeat this assessment each week to ensure understanding.

**10-20 minutes** Students fill out the Manufacturing / Safety Vocabulary – Part 1 worksheet  
Work together as a group to review the Standard Safety Vocabulary terms. If applicable, also discuss Custom Vocabulary terms. Have them include the translation to each word for their language.

**20-30 minutes** Review flash cards related to Food Equipment Vocabulary  
Pass out pre-cut or ready to cut vocabulary flash cards so students can practice word identification at home. Discuss the cards to ensure understanding of each item as needed.

**30-40 minutes** Read and discuss Workplace Safety excerpt and have students write sentences.  
Read the excerpt and discuss each of the bulleted areas with students, then ask students to complete the questions provided to verify understanding.

**40-50 minutes** Review flash cards related to Directions  
Pass out pre-cut or ready to cut vocabulary flash cards so students can practice word identification at home. Discuss the cards to ensure understanding of each item as needed. Let them know there will be a test on vocabulary in Session Four.

**50-60 minutes** Students complete “Directions Sentences” worksheet  
Ask students to write each of the sentences, and then have them circle the noun and verb for each sentence.

**Optional:** Additional worksheets are included.



# Match Signs – Level 1 – Review/Assessment

Match the sign to its description.



Cleanroom

Eye Protection Required

Hearing Protection Required

Emergency Exit

Caution Slip Hazard

Caution Flammable

Fire Extinguisher

No Smoking

First Aid Stations

Caution Forklift



## Match Signs – Level 2 – Review/Assessment

Match the sign to the correct sentence.



Wear gloves and booties in the cleanroom.

The water on the floor could cause a slip hazard.

Take caution if that is a flammable liquid.

In case of emergency use the emergency exit.

There is no smoking in this area.

The first aid station is near the stairs.

Be careful of the forklift as it goes by.

Wear ear protection when sound is loud.

Prevent eye injuries by wearing your eye protection.

Use the fire extinguisher to put out small fires.



# Manufacturing / Safety Vocabulary - Part 1

*Write out the vocabulary words and then break them into syllables. Example: pro/tect  
Provide a translation for each word to help you remember meaning.*

## English

## Practice

## First language

bacteria

---

---

waste

---

---

stock

---

---

inedible

---

---

perishable

---

---

edible

---

---

inspection

---

---

package

---

---

inventory

---

---

bacteria

---

---

regulations

---

---

enforcement

---

---





# Workplace Safety

*Listen to, and follow along as your instructor reads the paragraphs shown, and then answer the questions provided in full sentences. Circle any words you don't understand so you can discuss them as a class.*

An excerpt from

## **Healthy Workplaces: Successful Strategies in the Food Processing Industry**

**By Washington Department of Labor and Industries**

### **Forklift Safety**

Forklifts are widely used in the food processing industry. They are used to receive and transport raw materials, transfer products to different locations within the facility, and to load trucks. However, incorrectly operated and maintained forklifts can pose a serious hazard to both the operator and other workers in the facility.

There are two main types of hazards associated with forklifts: Physical hazards and carbon monoxide poisoning. The three most common forklift-related fatalities involve: 1) forklift overturns, 2) workers on foot being struck by forklifts, and 3) workers falling from forklifts.

### **How can forklift-related accidents and injuries be prevented?**

- Do not operate a forklift unless you have been trained on that specific model.
- Always use seatbelts; preferably those that have been installed or provided by the manufacturer.
- Set the parking brake, lower the forks or lifting carriage, and neutralize the controls when dismounting from a forklift.
- Report any damage or problems that occur to a forklift immediately.
- Do not allow forklifts to idle while waiting to resume operations.

1) What is the topic of the article?

---

2) What are the two main types of hazards associated with forklifts?

1. 

---

2. 

---

3) How can you stay safe around forklifts?

---



# Flash cards



**forklift**



<b>Nutrition Facts</b>	
Serving Size 1 ounce    Servings in bag 4	
Amount Per Serving	
Calories 165	Calories from Fat 93
% Daily Value*	
<b>Total Fat</b> 11g	16%
Saturated Fat 3g	15%
Trans Fat	
<b>Cholesterol</b> 0mg	0%
<b>Sodium</b> 148mg	6%
<b>Total Carbohydrate</b> 14g	5%
Dietary Fiber 1g	5%
Sugars 1g	
<b>Protein</b> 2g	
Vitamin A 0%	• Vitamin C 9%
Calcium 1%	• Iron 3%

\* Percent Daily Values are based on a diet of 2,000 calories a day. Your daily values may be higher or lower depending on your calorie needs.

**conveyor belt**

**thermometer**



# Flash cards



**knife**



**label**

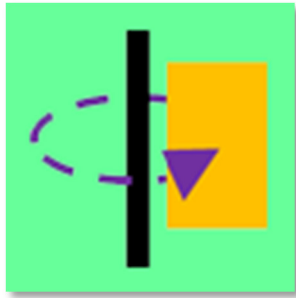
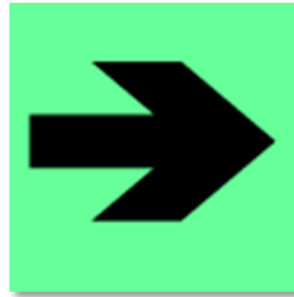
**cardboard  
box**



# Flashcards



**up**



**down**

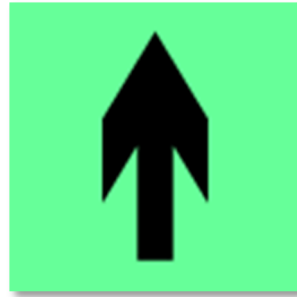
**left**



# Flashcards



**right**



**around**

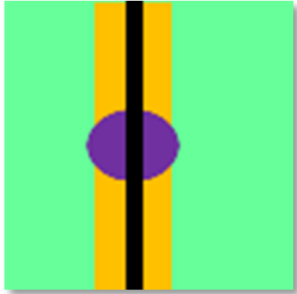
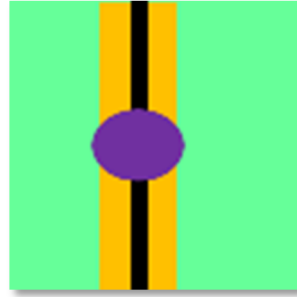
**above**



# Flashcards

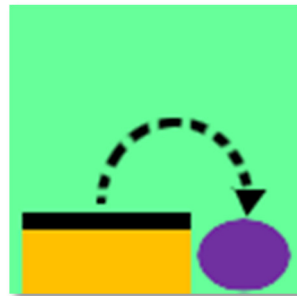


**below**



**in or  
inside**

**out or outside**



# Flashcards



**In front of**



**behind**

**off**





# Flashcards



**between**

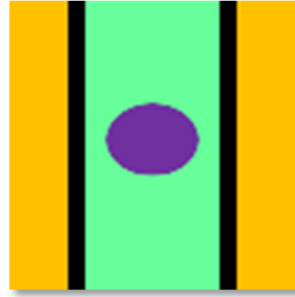


**beside**

# Flashcards



on







# Directions Word Search

Find the hidden words shown below.

S	W	F	T	A	N	W	O	D	G
C	N	F	Y	J	R	U	X	N	U
A	E	O	V	Y	T	D	J	H	Q
L	E	D	I	S	N	I	C	H	H
G	W	T	I	I	Q	X	E	V	G
C	T	D	H	S	V	B	K	I	T
P	E	E	K	G	E	X	T	J	P
U	B	X	X	L	I	B	M	X	K
E	Q	Y	O	E	H	R	H	I	C
J	N	W	H	Q	A	G	F	N	P

BEHIND

BELOW

BESIDE

BETWEEN

DOWN

INSIDE

LEFT

OFF

OUTSIDE

RIGHT



## Session Four Outline and Guide

**Topics covered in Session Four include:** Directions review assessment, Personal protective equipment (PPE), safety gear, grammar-adjectives, parts of the body, ladder and chemical safety.

### Supplies Needed:

Scissors if cutting out flash cards in class

### Electronic Resources:

Directions Assessment

Parts of the Body

### One Hour Class Format

**0-10 minutes** Quiz - Students complete the “Match Directions” review/assessment  
Without guidance, students need to score a minimum of 70% to demonstrate understanding.

**10-20 minutes** Students complete the “Parts of the Body” worksheet  
Work together as a group to review the parts of the body. Let students know they will be asked to identify parts of the body in Week Five.

**20-30 minutes** Discussion – Review adjectives using the “Describing People” handouts.  
Work together as a group to discuss nouns and adjectives used to describe people. Add additional words to the list provided.

**Optional:** Have students describe instructor and/or each other.

**30-40 minutes** Students review “Personal Protective Equipment” flash cards  
Pass out pre-cut or ready to cut vocabulary flash cards so students can practice word identification at home. Discuss the cards to ensure understanding of each item as needed. Let them know there will be a test on vocabulary in Session Five.

**40-50 minutes** Students complete the “Personal Protective Equipment” worksheet  
Ask students to fill in the blank for each sentence with the correct body part. Have students practice saying each sentence.

**50-60 minutes** Students complete the “Fall Protection/Ladders” worksheet  
Ask students to fill in the blank for each sentence with the correct word or phrase. Have students practice saying each sentence.

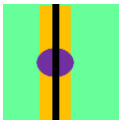
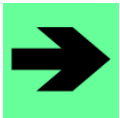
**Optional:** Additional worksheets are included.





# Match Directions Quiz

Match the image to its description.



up

down

left

right

above

below

behind

between

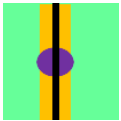
beside

off



## Match Directions Quiz

Match the image to the correct sentence.



Do you need to walk upstairs?

Put the box down.

The forklift is on your left.

Paste the label on the right side of the package.

The off switch is above the conveyor belt.

Is the thermometer below the shelf?

The tape is behind the box.

The first aid station is between the hallways.

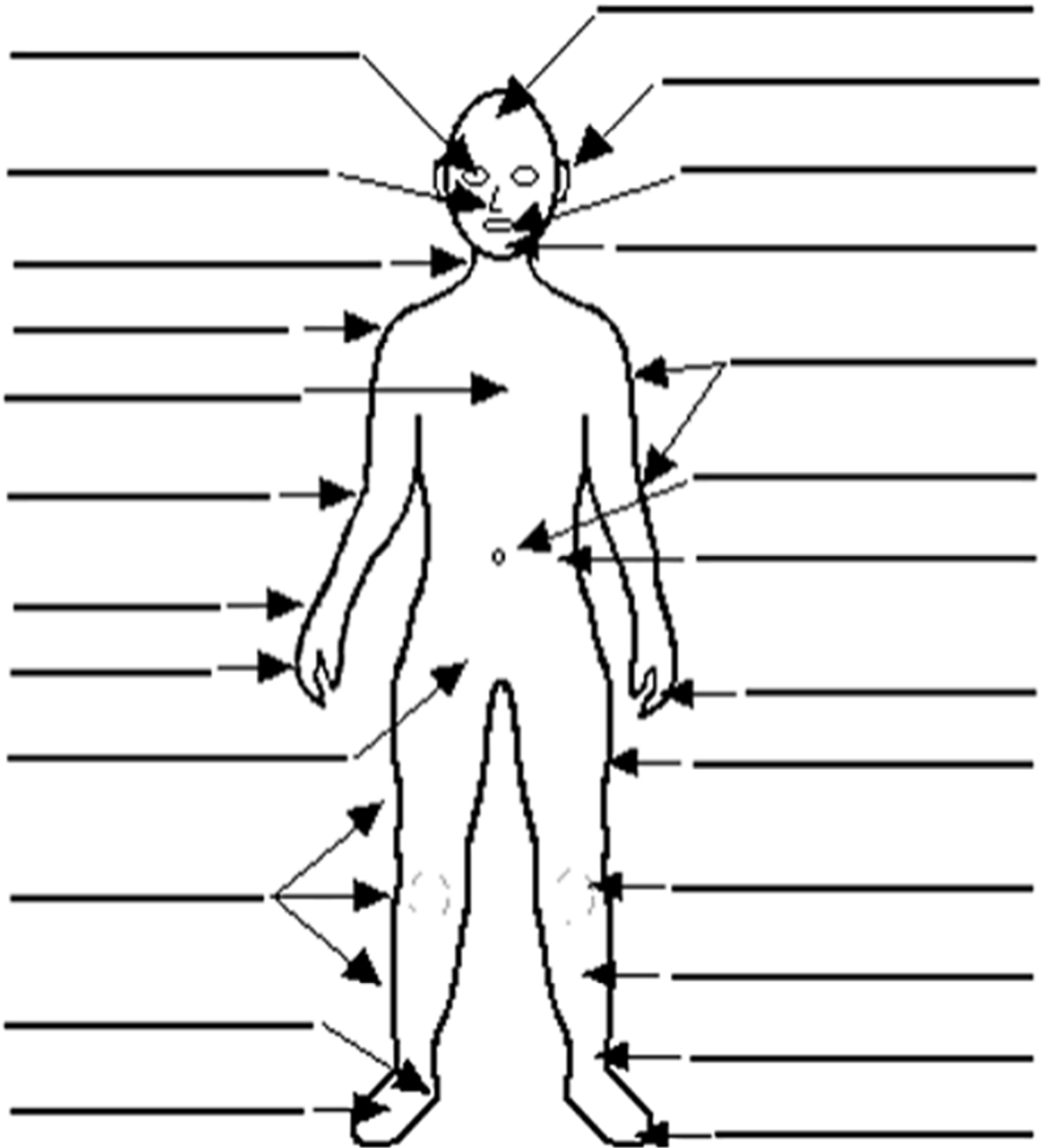
Are you standing beside the sign?

Move the knife off the table.



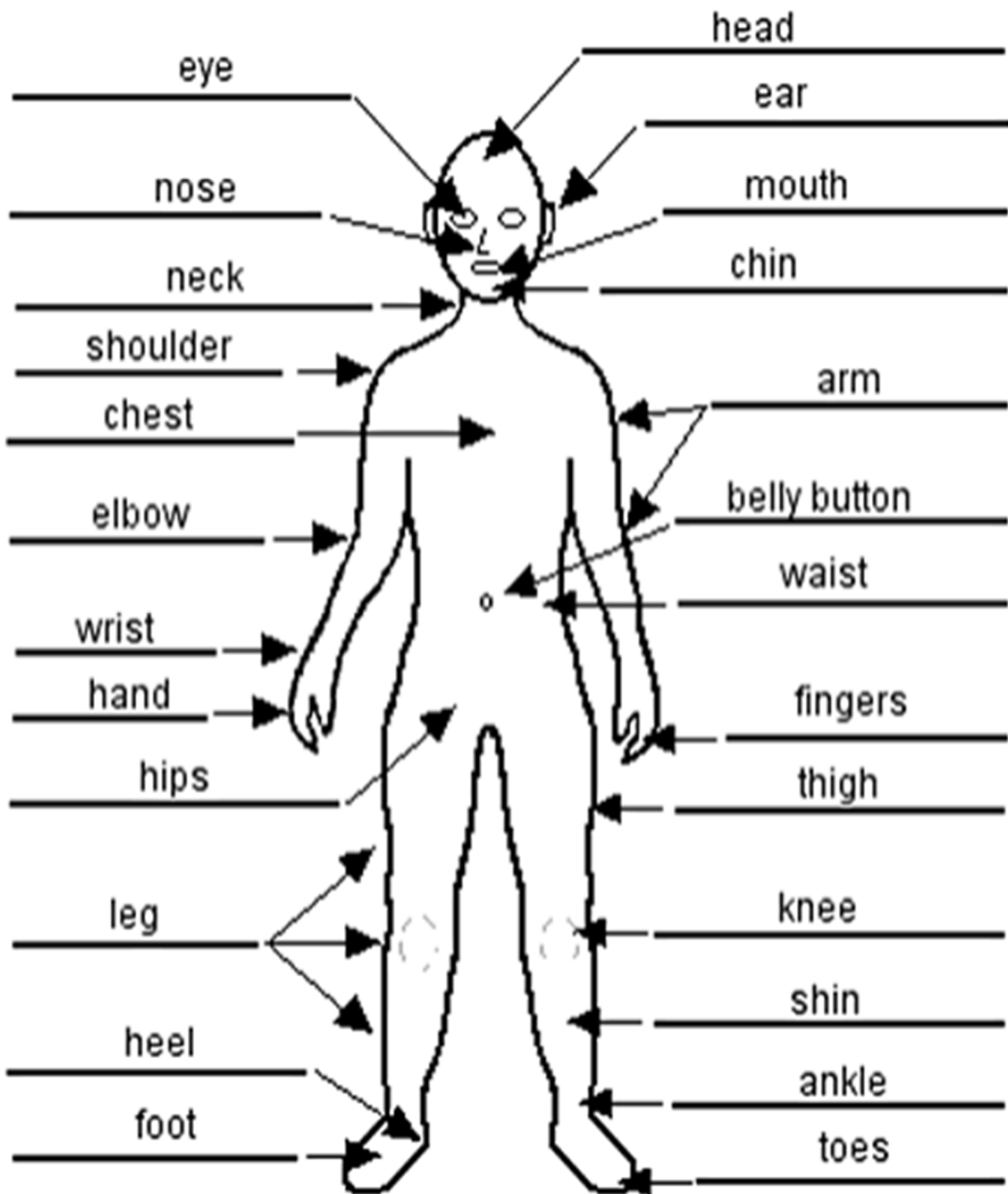
# Parts of the Body

Label the parts of the body as shown in the example provided.





# Parts of the Body



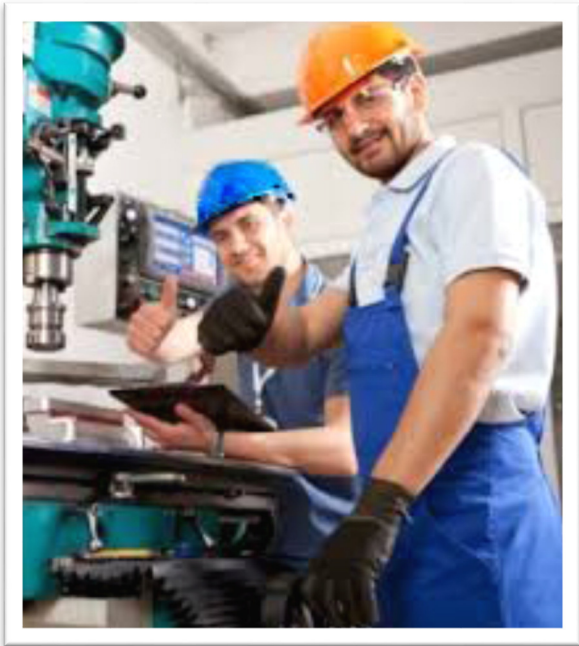
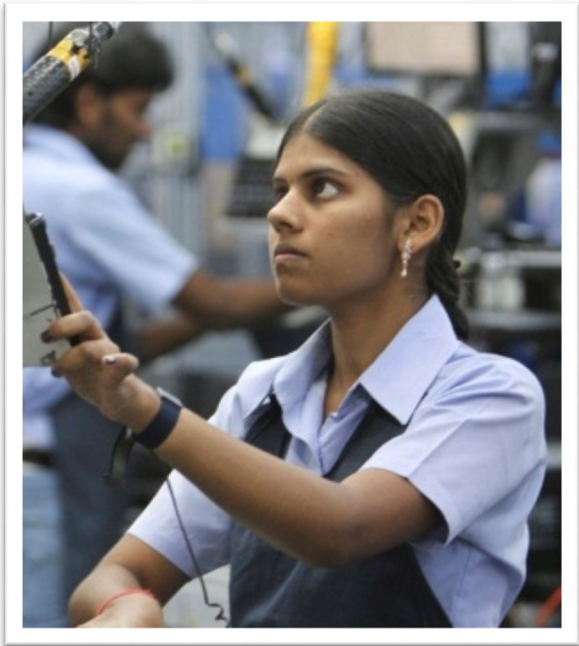






# Discussion - Describing People

Describe the people shown in the following images.



## Complete the Sentences using Descriptive Words (adjectives)

Complete the following paragraphs using the words provided.

The \_\_\_\_\_ woman injured her \_\_\_\_\_.

**leg            tall**

Bend your \_\_\_\_\_ when picking something up or you could hurt your \_\_\_\_\_.

**knees            back**

There was a \_\_\_\_\_ man in the building with a \_\_\_\_\_ on his shoulder.

**scar            heavy**

**Write two sentences that describe you.**

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# Protective Equipment Flashcards



**rubber gloves**  
(protects hands)



**Ear muffs**  
(protects hearing)

**ear plugs**  
(protects hearing)



# Protective Equipment Flashcards



**Safety shoes**  
(protects feet)



**Work boots**  
(protects feet)

**Face shield**  
(protects face)



## Protective Equipment Flashcards



**dust mask**  
(protects nose and mouth)



**respirator**  
(protects throat and lungs)

**coveralls**  
(protects skin)



# Protective Equipment Flashcards



**safety glasses**

(protects eyes)



**leather gloves**

(protects hands)










**apron**  
(protects clothes and body)





## Personal Protective Equipment

Fill in the blank with the part of the body that is protected by the protective equipment shown.

	Protects my _____ from loud noise.
	Protects my _____ from chemicals, dust, and flying things.
	Protects my _____ from loud noise.
	Protects my _____ from chemicals, dust, and flying things.
	Protects my _____ from flying things.
	Protects my _____ from fumes.
	Protects my _____ from cuts.
	Protects my _____ from dust.
	Protects my _____ from falling things.



## Protective Equipment

Complete the following paragraphs using the words provided.

Exposure to a \_\_\_\_\_ substance may cause illness or injury. To \_\_\_\_\_ yourself from a hazardous \_\_\_\_\_ you should first try to \_\_\_\_\_ the substance.

You need to wear personal protective equipment to ensure you do not \_\_\_\_\_ chemicals through your skin.

One way to check whether a chemical is a \_\_\_\_\_ to you, is to look at the Materials Safety Data Sheet.

**hazard      absorb      eliminate      substance      protect      hazardous**



# Safety Equipment

Read the paragraph shown below, circle words you don't understand, and then as a group, discuss them and answer the following questions.

An edited excerpt from

## **Healthy Workplaces: Successful Strategies in the Food Processing Industry**

**By Washington Department of Labor and Industries**

### **Controlling Noise**

Hearing loss is common for factory workers. Noise can come from machinery, product, and other workers. Most hearing loss happens during the first five years of employment. Workplace hearing loss is preventable by controlling the intensity and/or duration of noise exposure. A simple rule of thumb is that: If you have to shout to a co-worker standing a foot away from you in order to be heard, then you may need a hearing loss prevention protection.

#### **Tips for reducing noise include:**

- Turn off noisy machinery when not in use.
- Place vibrating equipment on mounts to decrease noise exposure.
- Ensure that all employees wear their hearing protection, and wear it correctly.

1) What is the topic of the article?

---

2) What can you do to protect your hearing at work?

---



# Workplace Safety

Circle the words shown below.

M	H	A	Z	A	R	D	K	M	S	S
E	V	I	T	C	E	T	O	R	P	G
A	C	M	S	M	S	Z	X	S	B	U
S	N	O	A	T	P	U	Y	E	O	L
U	Q	S	A	P	I	L	G	V	O	P
R	K	I	L	L	R	L	O	O	T	R
E	F	M	P	E	A	O	I	L	S	A
C	M	B	P	S	T	D	N	G	Q	E
F	W	O	S	V	O	I	G	Z	A	I
R	R	E	P	E	R	S	O	N	A	L
P	S	T	Y	B	Y	A	Y	P	S	T

APRON

BOOTS

EARPLUGS

GLASSES

GLOVES

HAZARD

MASK

MEASURE

PERSONAL

PROPERLY

PROTECTIVE

RESPIRATORY





# Ladder Safety Crossword

Fill in the blanks with the appropriate word.

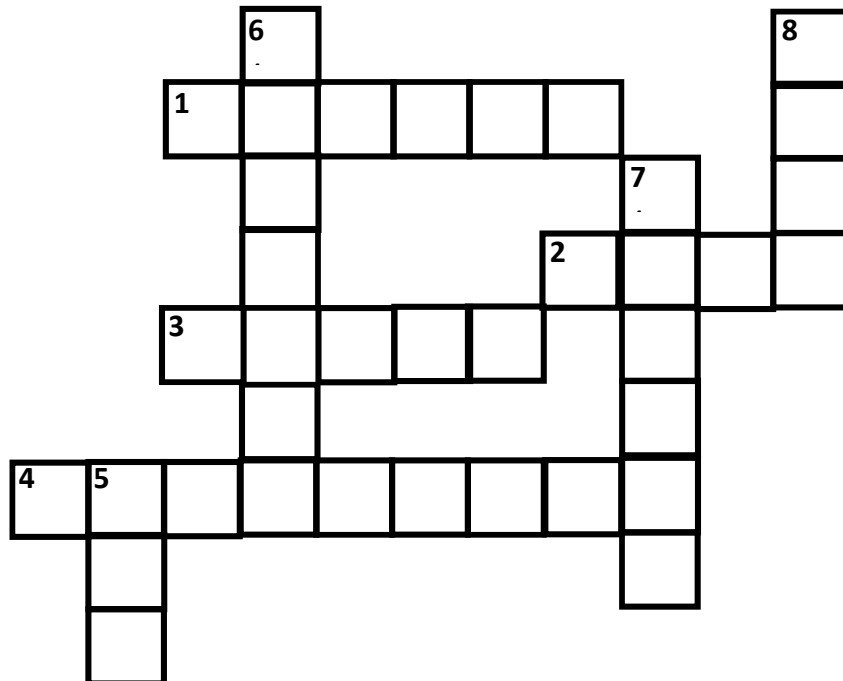
## Across

- 1) Always check a ladder's \_\_\_\_\_.
- 2) Check for \_\_\_\_\_ or bent rungs.
- 3) When working with electricity, never use a \_\_\_\_\_ ladder.
- 4) Type III is a \_\_\_\_\_ ladder.

## Down

- 5) Allow only \_\_\_\_\_ person on the ladder.
- 6) Type I \_\_\_\_\_ holds 250 lbs.
- 7) Type II holds up to 255 \_\_\_\_\_.
- 8) \_\_\_\_\_ a ladder when climbing on.

ladders  
one  
metal  
pounds  
household  
face  
lose  
rating



## Ladder Safety Crossword Key

### Across

1. rating
2. lose
3. metal
4. household

### Down

5. one
6. ladders
7. pounds
8. face

# Fall Protection/Ladders

Fill in the blanks with the appropriate word or phrase, then practice saying each sentence.

1. Climb \_\_\_\_\_ slowly.
2. Use \_\_\_\_\_ when climbing ladder.
3. Always \_\_\_\_\_ when climbing or descending.
4. Top step of ladder should \_\_\_\_\_ be used as a step.
5. Do not carry \_\_\_\_\_ when climbing ladder.
6. Do not move or \_\_\_\_\_ ladder when using.
7. Ladder safety is important to avoid \_\_\_\_\_ .
8. If the floor is slippery, place a \_\_\_\_\_ on floor.
9. Always check rugs for edges you can \_\_\_\_\_ on.
10. Follow directions on ladder to \_\_\_\_\_ .

never

falling and injury

ladders

unfold or fold correctly

trip

large items

shift

face ladder

both hands

floor is slippery sign

## Answer Key

1. Climb ladders slowly
2. Use both hands when climbing ladder
3. Always face ladder when climbing or descending
4. Top step of ladder should never be used as a step
5. Do not carry large items when climbing ladder
6. Do not move or shift ladder when using
7. Ladder safety is important to avoid falling and injury
8. If the floor is slippery, place a floor is slippery sign on floor
9. Always check rugs for edges you can trip on
10. Follow directions on ladder to unfold or fold correctly

# Chemical Safety

R L S H K X S G X O P I O A Z C V X P Q K V G U Y O C J Y S  
Q B A O E M Z G S E E E R M U Z T Y Q A T S T K R L W K Y T  
D F H N X C M R L W F Q E X O H K L Y W R Y V G I B K S Q C  
I H E C O C O S T M L G D W E V F O J V R M M F H J T J E V  
Y C N E U Q E R F M B K E S O Z H C D F L P X O M E I K Z O  
C E W V O Q G U U X Q A X R E B R A X P H T D I M J N I O Q  
Y O Q D P I V S R S E W P B E G H L F N W O T I F R G M T H  
A M R D N Q Z U Z T C O L S P A A G G C B M C Y K L A L X Y  
P P H R Q G Y O A C F V O O E I C M F I X S A E P X V N M W  
L L I N O C T N U O M A S B Z Y E T A K M O H C X C H F L G  
Z O B W T S I R V K W C I I X E E M I D L C H Q D Q L D A U  
V K N U Q M I Q C R K M O T R P K A P V I W M V H A L Q C A  
B J P K A I O V F Y N W N U O Y B Q G Q E P N L M Z A A I S  
A W Y T X U L Q E S Z O J T I X H T U K S W X M E K W M M P  
N N N C Q J J J K P U N N T Y A I F B E C X A L X L M N E R  
G O T B K I P D E E I O F I Z P D C W K S B Q D U Q I G H C  
C I R R I T A T I O N E D R A S H E S S L M S N A C A K C L  
S Q I V K I P H L D Z L D R F C G U X E S I G H T U O M Z G  
D A K Z A V A K F C Y A N K A D F V L N W S T G M Y R A O V  
S D Q F R D D F G B X H S V N Z L M W R H H U G M X O J M I  
M K U H U P V R J Y S N O I O C A H U C V N E X P O S U R E  
F C G M C E B Z Z J B I K V I B C H K S O Y Q O I A X N K D  
T V B P L V E G U C T S P O J L I D N I H X K C S O W P V P  
A P W T A O C U R K T U I W F Y N O T Q I L V U J A E W A U  
X V V M V B I S L Y X P D Y Q E Z A Y Q S G Q F H V J X R H  
E G Q P Y B D X B T Z Q D G Y T R W T Q N N A Y C K Y X S N  
X F B R E T V Q T R L X Z G G U D G P X L Y Y S M P A T B J  
O Q V U J F J R J T M H Y C D P W R N O I F F U E K S I S R  
V O L P U T Y Z I J Q U O Z B R O E J P O X X R I X J I P Q  
T S B Y B G G X U T D P Z G J S N S L R I I N S J T Y V J Z

AMOUNT  
CHEMICAL  
CONTAMINAT  
CORROSIVE  
DAMAGE  
DURATION  
EXPLOSION  
EYES  
EXPOSURE

FLAMMABLE  
FREQUENCY  
HAZARDOUS  
INHALE  
INJURE  
IRRITATION  
LOCAL  
LUNGS  
MOUTH

MSDS  
RASHES  
REACTIVE  
SKIN  
SYMPTOMS  
SYSTEMIC  
TOXIC

# Solution

+ S  
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+ + N + + + + + + + U N + + + + I + + + + + A + + L + + E +  
+ O + + + + + + + + I O + + + + + C + + + B + + U + + + H +  
C I R R I T A T I O N E D R A S H E S + L + + N + + + + C +  
S + + + + + + + + + L + R + + + + + E + + G H T U O M + +  
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## Session Five Outline and Guide

**Topics covered in Session Five include:** Protective Equipment review/assessment, identifying energy sources, proper lifting, verb tense, and calling in sick.

**Supplies Needed:**

Cardboard box (optional)

**Electronic Resources:**

Protective Equipment Assessment

Verb Tense

**One Hour Class Format**

**0-10 minutes** Quiz - Students complete “Protective Equipment” – Review/Assessment  
Without guidance, students need to score a minimum of 70% to demonstrate understanding.

**10-15 minutes** Discuss what students can do to make sure they don’t spread germs and bacteria.  
Wash hands, stay home if sick, wear face mask, etc.

**15-25 minutes** Students complete the “Calling in Sick” worksheet.  
Students complete the sentences using the words provided.

**Optional:** If time permits, students can role play each scenario.

**25-40 minutes** Students complete the “Lifting a Box” worksheet, writing each sentence and practicing aloud. Then have each student demonstrate proper lifting technique. (Ask location if you can use an empty box)

**40-50 minutes** Students complete the “Manual Handling - Verb Tense” worksheet.  
Students practice writing complete sentences using verb forms. Discuss present tense, present progress tense, and past tense.

**50-60 minutes** Read the “Emergency Power Source” worksheet and discuss each question.










**Optional:** Additional worksheets are included.





## Personal Protective Equipment – Review/Assessment

Fill in the blank with the part of the body that is protected by the protective equipment shown.

|   |  |
|---|--|
|    | Protects my _____ from loud noise.                         |
|    | Protects my _____ from chemicals, dust, and flying things. |
|    | Protects my _____ from loud noise.                         |
|    | Protects my _____ from chemicals, dust, and flying things. |
|   | Protects my _____ from flying things.                      |
|  | Protects my _____ from fumes.                              |
|  | Protects my _____ from cuts.                               |
|  | Protects my _____ from dust.                               |
|  | Protects my _____ from falling things.                     |



# Calling in Sick

Complete the following sentences using the words provided.

## Calling in sick

**Employee:** Hello. This is (Your name). I can't come to \_\_\_\_\_ today because I'm \_\_\_\_\_.

**Supervisor:** Ok, I hope you \_\_\_\_\_ better soon.

## Arranging for time off

**Employee:** Hello. This is (Your name). I can't \_\_\_\_\_ to work on Tuesday, because I have a doctor \_\_\_\_\_.

**Supervisor:** Ok, I will schedule someone else during that \_\_\_\_\_. Thank you for \_\_\_\_\_ me know.

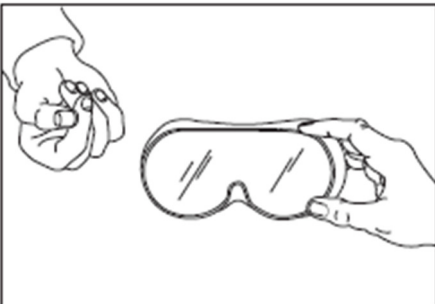
feel    sick    work    appointment    come    letting    time



# Personal Hygiene Match Up

Match the sentence to the image.

What can YOU do to make sure you don't spread germs and bacteria in the workplace?



Make sure you wipe food benches with a clean cloth.

Don't share personal protective equipment.

Wash your hands every time you use the toilet.

Shower regularly.



## Personal Hygiene Sentences

Read the following and then answer the questions provided, using full sentences.

Louis arrives at work for the afternoon shift on the carousel. There are a lot of airborne chemicals in the work area so he is always supposed to wear his mask.

**Louis:** "Hey Tony! Do you know where my mask is?"

**Tony:** "Joe's got it! You can have it in a sec when he's finished. Okay!"

Later that shift Louis starts sneezing and his eyes are watering. It seems he has caught the same cold that Joe has. Joe only borrowed Louis's mask because he had lost his and he was too worried to get another one from the stores. After all, Tony had said that the management wanted them to cut back costs.

Joe and Louis both ended up sick at home for two days with head colds.

1. Where should Louis keep his mask?
2. Is it okay to share masks?
3. What safety equipment is okay to share?
4. How do germs spread?





# Lifting a Box

Practice saying and writing the sentences below.

**Activity:** Practice lifting and lowering a box.



**Stand directly in front of box.**

---



**Bend your knees.**

---



**Lift with your legs.**

---



**Stand up without twisting.**

---



**Keep your back straight to lower the box.**

---



# Manual Handling – Verb Tense


Practice saying the sentences and then write each sentence.


## Verb forms

**Present tense** – The action is currently happening.

**Present progressive** – Add the letters ing to the verb.

**Past tense** – The action has finished.

|                        |   |
|------------------------|---|
| He lifts the box.      |  |
| He is lifting the box. |   |
| He lifted the box.     |   |

|                        |   |
|------------------------|---|
| He pushes the box.     |  |
| He is pushing the box. |   |
| He pushed the box.     |   |

He pulls the box.

He is pulling the box.

He pulled the box.



He lowers the box.

He is lowering the box.

He lowered the box.



He carries the box.

He is carrying the box.

He carried the box.



## Verb Tense

Choose the correct form of "to be" (is, am, was, were) in present tense or past tense.

**Example:** He put the box down because it was heavy. (past tense)

**Example:** He puts the box down because it is heavy. (present tense)

- 1) Arturo and Ryo \_\_\_\_\_ able to clean up the spill before an injury occurred.
- 2) Christopher, where \_\_\_\_\_ your hard hat?
- 3) I \_\_\_\_\_ ready to turn off the machine.
- 4) Who \_\_\_\_\_ responsible for the LOTO tag?
- 5) I \_\_\_\_\_ very tired. I \_\_\_\_\_ tired yesterday. I think I \_\_\_\_\_ getting sick.
- 6) Dianne \_\_\_\_\_ willing to stack the boxes yesterday. She \_\_\_\_\_ stacking boxes today as well.
- 7) Jack and Linda \_\_\_\_\_ responsible for securing the chemicals.
- 8) Marcus \_\_\_\_\_ careful to test locked machinery for electrical current.



# Emergency Power Source Identification

*Listen to, and follow along as your instructor reads the paragraphs shown, and then answer the questions provided in full sentences. Circle any words you don't understand so you can discuss them as a class.*

An excerpt from

## **Better On-the-Job Electrical Safety**

**By Christina Chatfield, Harting USA**

Electrical accidents are among the top causes of job-related fatalities in the U.S. workplace.

Most electrical accidents, and the resulting worker injuries and property damage, are preventable. Safety-mindedness in the workplace begins with an understanding of the science of electricity.

The human body is an electrical conductor. When the body comes in direct contact with an electrically energized object while simultaneously in contact with a conductive surface of an unequal electrical potential, a circuit is completed. Current will flow through the body, causing pain, injuries and even death. Even a low-voltage flow can cause an involuntary muscle reaction that may lead to secondary injuries from falls and flying debris, causing bruises, burns and bone fractures.

Safety issues are often created by operator error. It is never safe to assume that the system or the equipment has been completely de-energized. Always perform proper testing procedures because taking shortcuts when dealing with electricity can turn deadly.

1) What is the topic of the article?

---

2) What can happen when the body comes in direct contact with an electrically energized object?

---

3) What often causes electrical safety issues?

---





## Session Six Outline and Guide

**Topics covered in Session Six include:** Parts of the body assessment, Identifying and preventing hazards, reporting hazards and emergencies, handling a fire extinguisher, and lockout tagout.

**Supplies Needed:**

Scissors if cutting out flash cards in class

**Electronic Resources:**

Protective Equipment Assessment

Lockout Tagout Video

**One Hour Class Format**

**0-10 minutes** Quiz - Students complete the “Parts of a Body” assessment  
Without guidance, students need to score a minimum of 70% to demonstrate understanding.

**10-20 minutes** Each student mimics the process of using a fire extinguisher  
Review the fire extinguisher worksheet and demonstrate the proper technique for using a fire extinguisher, and then have students repeat your steps.

**20-45 minutes** Watch Lockout Tagout video and complete worksheet  
Students complete worksheet as they watch the video. Fill in missing items when video concludes.

**45-55 minutes** Students fill out the Food Manufacturing vocabulary – Part 2 worksheet  
Work together as a group to review the food manufacturing terms. Have them include the translation to each word for their language.

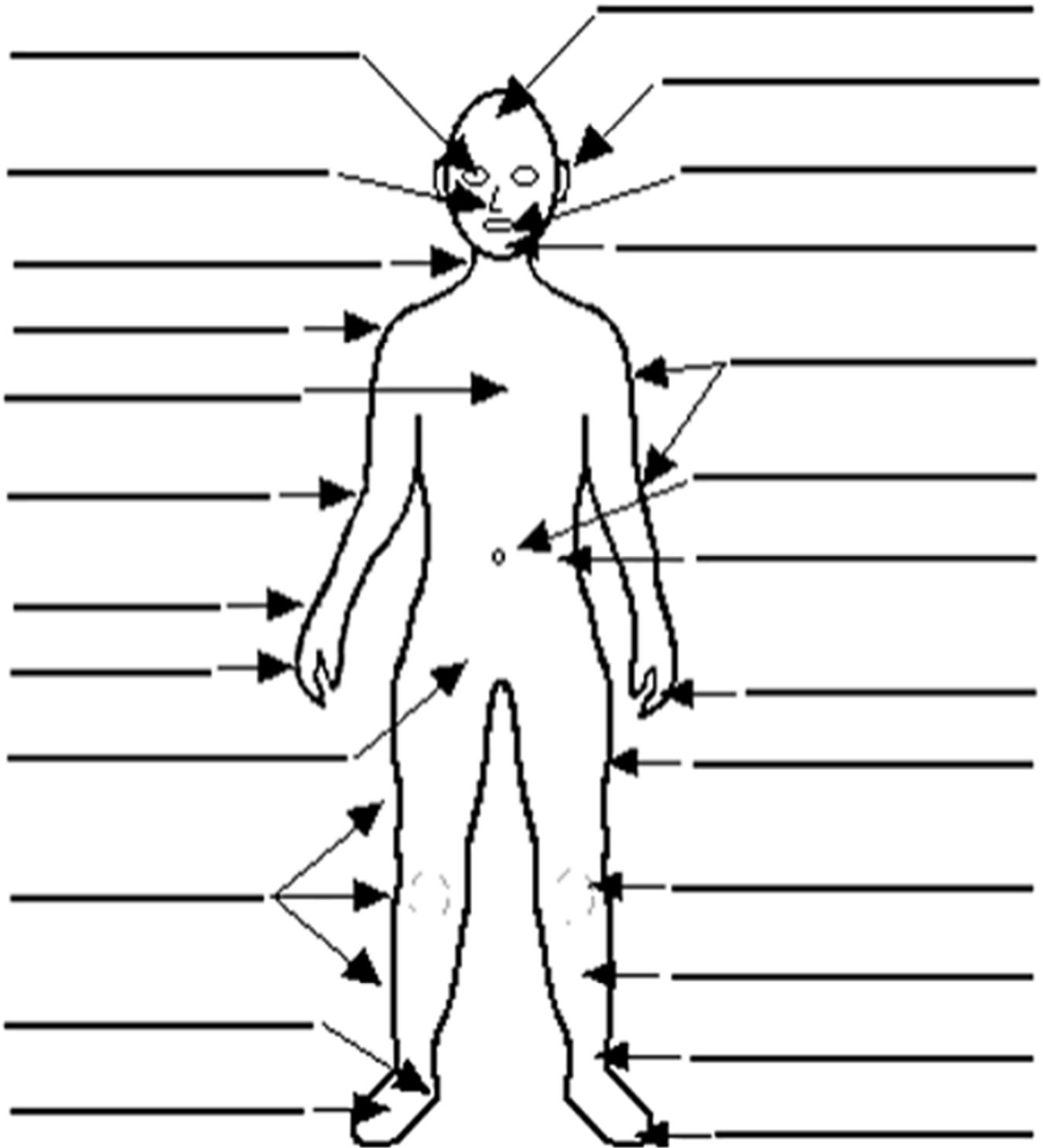
**55-60 minutes** Students review flash cards  
Pass out pre-cut or ready to cut vocabulary flash cards so students can practice word identification at home. Discuss the cards to ensure understanding of each item as needed. Let them know there will be test on vocabulary in Week Seven.

**Optional:** Additional worksheets are included if you want to assign homework.



# Parts of the Body – Review/Assessment

Label the parts of the body as shown in the example provided.

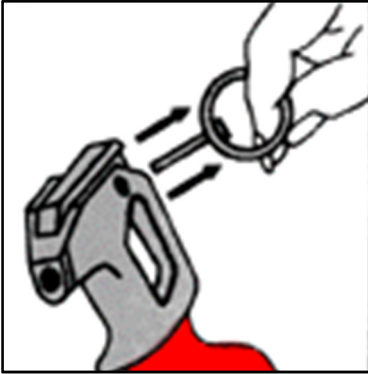




## Using a Fire Extinguisher

Use a fire extinguisher if the fire is small and not dangerous.

Remember the word: **P A S S**



**P**ull the pin at the top of the extinguisher. When you pull the pin you can use the extinguisher.



**A**im at the bottom of the fire, not at the flames. Stand several feet away to do this. Do not get too close to the fire.



**S**queeze the lever slowly. Foam will come out the extinguisher. When you release the handle, the foam will stop coming out.



**S**weep from side to side. Using a sweeping motion, move the fire extinguisher back and forth until the fire is completely out.



# Lockout Tagout

Watch the video and complete the worksheet.

<http://www.youtube.com/watch?v=dX6K4jRBRe0>

(subtitles available)

Show video and discuss with students. Prior to showing the video, discuss expectations for level of understanding for this process with the company to determine if additional time should be spend on this topic.

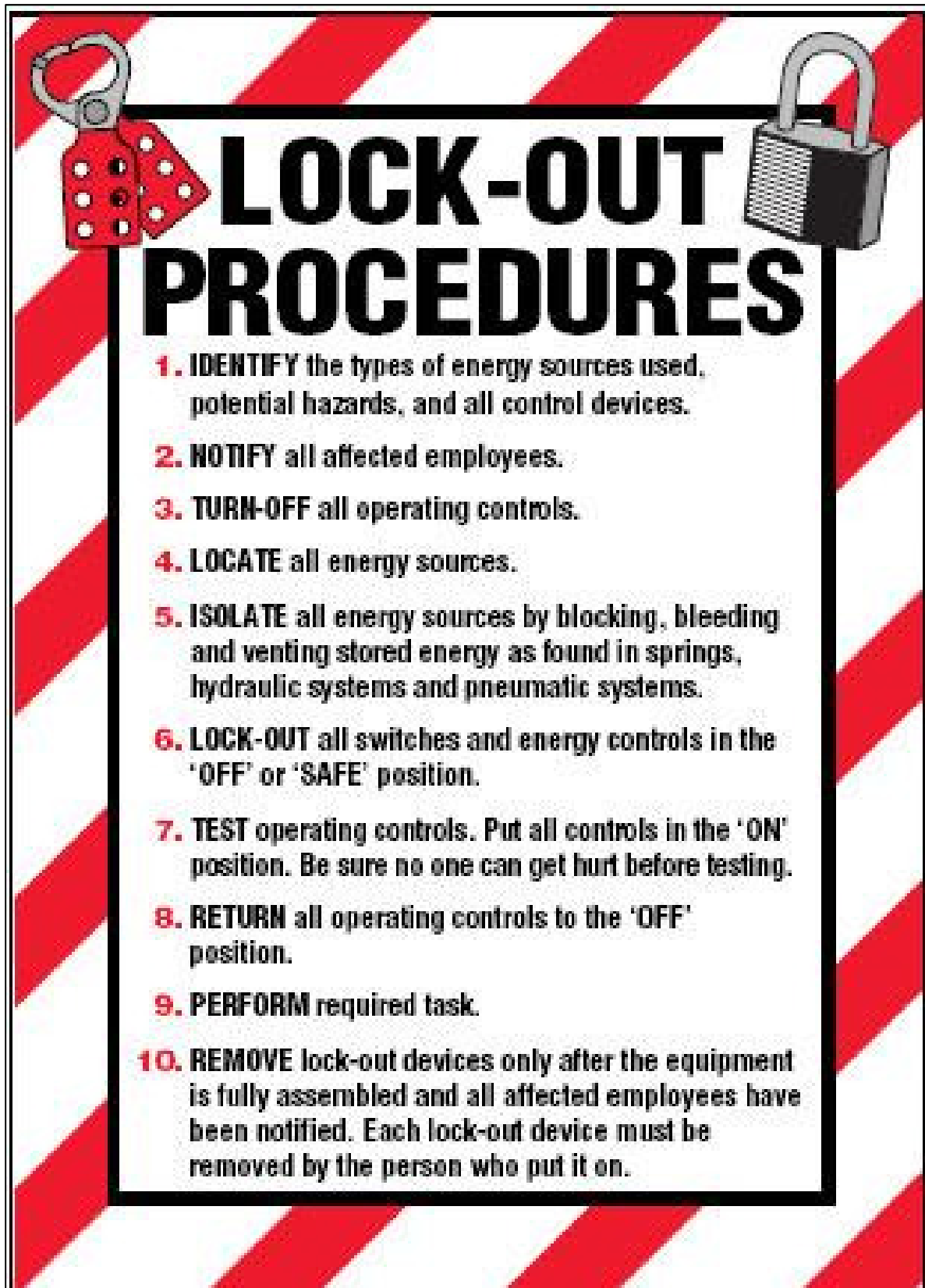
Sub titles can be accessed within the YouTube posted video by clicking on the More button and selecting Transcript. English is the only language available.





## Lockout Tagout Steps

Discuss the steps that make up the Lockout Process. Students will be tested on the steps in Session 7.



# LOCK-OUT PROCEDURES

- 1. IDENTIFY** the types of energy sources used, potential hazards, and all control devices.
- 2. NOTIFY** all affected employees.
- 3. TURN-OFF** all operating controls.
- 4. LOCATE** all energy sources.
- 5. ISOLATE** all energy sources by blocking, bleeding and venting stored energy as found in springs, hydraulic systems and pneumatic systems.
- 6. LOCK-OUT** all switches and energy controls in the 'OFF' or 'SAFE' position.
- 7. TEST** operating controls. Put all controls in the 'ON' position. Be sure no one can get hurt before testing.
- 8. RETURN** all operating controls to the 'OFF' position.
- 9. PERFORM** required task.
- 10. REMOVE** lock-out devices only after the equipment is fully assembled and all affected employees have been notified. Each lock-out device must be removed by the person who put it on.



## Discussion – Identifying and Preventing Hazards

**Discussion:** Many incidents occur during cleaning or maintenance. Why?

Example - Worker forgets to switch off the machine and take proper precautions to see that the machine cannot start operating while he is handling the parts. Discuss Locking out, the precaution of putting locks and tags on machines that are undergoing repair to ensure that the machine cannot accidentally start up while cleaning or maintenance are in progress. Students should respond using full sentences.

**Discussion:** What machine safety measures are in place in your work area?

- Regularly serviced and kept in good condition
- Safety guards over dangerous parts
- Keeping area(s) clear and clean
- Moving parts are locked-off (secured) to prevent movement during repairs
- Proper tools are used during repairs

**Discussion:** How should you dress if you work around machines with moving parts? (Hair tied back, hat or scarf or hairnet if needed. No loose sleeves or shirttails. No long nails or jewelry. Work boots, coveralls, gloves etc. as needed.)



# Flashcards



**Vacuum Stuffer**



**Deboning**

**Spray Dryer**



# Flashcards



**Emulsifier**



**Separator**

**Centrifuge**



# Flashcards



**Blancher**



**Crystallizer**

**Rock Trap**



# Flashcards



**Pasteurizer**



**Homogenizer**

**Manual Press**





# Flashcards



**Peeler**



**Holding Tank**

**Closed Vat**



Flashcards



**Open Vat**



**Auger**

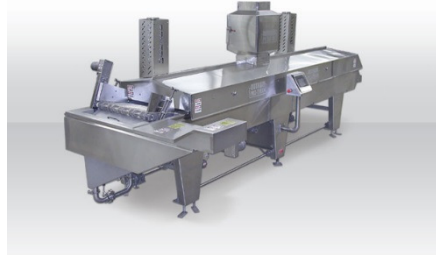
**Hydrocutter**



# Flashcards



**Shaker**



**Dryer**

**Flume**



# Flashcards



**Fryer**



**Chiller**

**Convection Oven**



# Flashcards



**Lockout tagout  
LOTO**



**Guarding**

**Fall Protection**

# Flashcards



**Confined Space**



**Pinch Point**



## Manufacturing / Safety Vocabulary - Part 2

Write out the vocabulary words and then break them into syllables. Example: pro/tect  
Provide a translation for each word to help you remember meaning.

### English

### Practice

### First language

Extrusion

---

---

Spray Dryer

---

---

Evaporators

---

---

Filtration

---

---

Reverse Osmosis

---

---

Ultrafiltration

---

---

Microfiltration

---

---

Diffuser

---

---

Clarifier

---

---

Dirt Eliminator

---

---

Cold Storage

---

---

Ambient Storage

---

---

|                              |       |       |
|------------------------------|-------|-------|
| Energy Source                | _____ | _____ |
| Ready to Eat                 | _____ | _____ |
| First In First Out           | _____ | _____ |
| Good Manufacturing Practices | _____ | _____ |
| Contamination                | _____ | _____ |
| Microorganisms               | _____ | _____ |
| Adulteration                 | _____ | _____ |
| Corrective Action            | _____ | _____ |
| Troubleshooting              | _____ | _____ |



# Session Seven Outline and Guide

**Topics covered in Session Seven include:** Lockout tagout assessment, reading WHMIS labels, pinch points, machine guards, SDS sheets.

**Supplies Needed:**

None

**Electronic Resources:**

LOTO Assessment

Reading SDS Sheets

WHMIS Labels

Food Manufacturing Vocabulary – Part 2

**One Hour Class Format**

**0-10 minutes** Quiz - Students complete LOTO worksheet

Without guidance, students need to score a minimum of 70% to demonstrate understanding.

**10-20 minutes** Discuss WHMIS hazard symbols and WHMIS label

Discuss each of the symbols as a class. Ask students which symbols they see in their workplace. Discuss the elements that make up the WHMIS label.

**20-30 minutes** Discuss Safety Data Sheets as you complete the Safety Data Sheet Overview worksheet with students.

**30-40 minutes** Students complete Safety Data Sheet (SDS worksheet)

Students complete the sentences with words provided, and then practice the sentences.

**40-50 minutes** Students complete the Pinch Points worksheet

Students complete the sentences with words provided, and then practice the sentences.

**50-60 minutes** Students watch video and complete overview worksheet

Students complete the sentences with words provided – based on the video, and then practice the sentences.

**Optional:** Additional worksheets are included.



# Lockout Procedure Steps

*Put the ten Lockout Procedure Steps in the correct order.*

- \_\_\_\_\_ NOTIFY all affected employees.
- \_\_\_\_\_ ISOLATE all energy sources by blocking, bleeding and venting stored energy as found in springs, hydraulic systems and pneumatic systems.
- \_\_\_\_\_ REMOVE lockout devices only after the equipment is fully assembled and all affected employees have been notified. Each lockout device must be removed by the person who put it on.
- \_\_\_\_\_ IDENTIFY the types of energy sources used, potential hazards, and all control devices.
- \_\_\_\_\_ TURN-OFF all operating controls.
- \_\_\_\_\_ PERFORM required task.
- \_\_\_\_\_ LOCATE all energy sources.
- \_\_\_\_\_ RETURN all operating controls to the "OFF" position. Be sure no one can get hurt before testing.
- \_\_\_\_\_ TEST operating controls. Put all controls in the "ON" position. Be sure no one can get hurt before testing.
- \_\_\_\_\_ LOCKOUT all switches and energy controls in the "OFF" or "SAFE" position.



# WHMIS Hazard Symbols

Discuss each of the symbols as a class. Ask students which symbols they see in their workplace.

## Class A

Compressed Gas  
(contents under  
high pressure)



## Class D2

Poisonous and  
Infectious Material  
(causing other toxic  
effects)



## Class B

Flammable and  
Combustible  
Material (contents  
may catch fire)



## Class D3

Poisonous and  
Infectious Material  
(biohazardous  
infectious material)



## Class C

Oxidizing Material  
(may cause fire or  
explosion)



## Class E

Corrosive Material  
(may cause burns)



## Class D1

Poisonous and  
Infectious Material  
(causing immediate  
and serious effects)



## Class F

Dangerously  
Reactive Material  
(may cause  
explosion)





# WHMIS Label

Discuss the various elements that make up the label

**PLEASE NOTE THAT THE "HATCHED" BORDER MAY BE ANY COLOUR**

**Product Identifier (name)**: ACETONE / ACÉTONE

**Hazard Symbols**: GHS02 (Flame) and GHS05 (Exclamation mark)

**Reference to MSDS**: SEE MATERIAL SAFETY DATA SHEET FOR THIS PRODUCT / VOIR LA FICHE SIGNALÉTIQUE POUR CE PRODUIT

**Risk Phrases**: DANGER! EXTREMELY FLAMMABLE. IRRITATES EYES. / DANGER! EXTRÊMEMENT INFLAMMABLE. IRRITE LES YEUX.

**Precautionary Statements**: PRECAUTIONS: Keep away from heat, sparks, and flames. Ground containers when pouring. Avoid breathing vapours or mists. Avoid eye contact. Avoid prolonged or repeated contact with skin. Wear splash-proof safety goggles or faceshield and butyl rubber gloves. If acetone is present in concentrations greater than 250 ppm, wear a NIOSH-approved respirator with an organic vapour cartridge. Use with adequate ventilation, especially in enclosed areas. Store in a cool, well-ventilated area, away from incompatibles. / MESURES DE PRÉVENTION: Tenir à l'écart de la chaleur, des étincelles et des flammes. Relier les récipients à la terre lors du transvasement. Éviter de respirer les vapeurs ou les brumes. Éviter le contact avec les yeux. Éviter le contact prolongé ou répété avec la peau. Porter des lunettes contre les éclaboussures de produit chimique ou une visière de protection, et des gants en caoutchouc butyle. Si l'acétone est présent en concentration de plus de 250 pour un million, porter un respirateur muni d'une cartouche à vapeur organique approuvé par NIOSH. Utiliser avec suffisamment de ventilation surtout dans les endroits clos. Entreposer dans un endroit frais, bien aéré, à l'écart des produits incompatibles.

**First Aid Statements**: FIRST AID: In case of contact with eyes, immediately flush eyes with lots of running water for 15 minutes, lifting the upper and lower eyelids occasionally. Get medical attention immediately. In case of contact with skin, immediately wash skin with lots of soap and water. Remove contaminated clothing and shoes. Get medical attention if irritation persists after washing. Wash clothing before reuse. If inhaled, remove subject to fresh air. Give artificial respiration if not breathing. Get medical attention immediately. If swallowed, contact the Poison Control Centre. Get medical attention immediately. Do not give anything by mouth to an unconscious or convulsing person. / PREMIERS SOINS: En cas de contact avec les yeux, rincer immédiatement et copieusement avec de l'eau courante pendant 15 minutes en soulevant les paupières inférieures et supérieures de temps en temps. Obtenir des soins médicaux immédiatement. En cas de contact avec la peau, laver immédiatement la région affectée avec beaucoup d'eau et de savon. Retirer les vêtements et les chaussures contaminés. Si l'irritation persiste après le lavage, obtenir des soins médicaux. Laver les vêtements avant de les réutiliser. En cas d'inhalation, transporter la victime à l'air frais. En cas d'arrêt respiratoire, pratiquer la respiration artificielle. Obtenir des soins médicaux immédiatement. En cas d'ingestion, contacter le Centre de Contrôle des Empoisonnements. Obtenir des soins médicaux immédiatement. Ne rien faire avaler à une victime inconsciente ou en convulsions.

**Attention! THIS CONTAINER IS HAZARDOUS WHEN EMPTY. ALL LABELLED HAZARD PRECAUTIONS MUST BE OBSERVED.** / ATTENTION! CE RÉCIPIENT EST DANGEREUX LORSQU'IL EST VIDE. CHAQUE INDICATION DE DANGER SUR LES ÉTIQUETTES DOIVENT ÊTRE OBSERVÉES.

**Supplier Identification**: XYZ Manufacturing Company, Street Address & Phone #





# WHMIS Hazard Symbols

Draw a line from the correct symbol to its name.



Class B



Class D1



Class D3



Class f



Class C



Class E



Class A



Class D2



## Safety Data Sheet Overview

*Answer the following questions using information found on the Safety Data Sheet on the next page.*

Identify the nine sections of the Safety Data Sheet:

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)
- 7)
- 8)
- 9)

What is the name of the chemical described on the data sheet?

What would you do if someone's eyes came in direct contact with this chemical?

What is the boiling point for this chemical?

Does this chemical have a set flash point? (Where it will explode)



# Safety Data Sheet

## MATERIAL SAFETY DATA SHEET

Material Name: Formula DX280-1x, Multi-Purpose Soap Concentrate  
Issue Date: 08/01/2009  
MSDS No.: Formulas DX280-1x

### Section 1 - CHEMICAL PRODUCT AND COMPANY IDENTIFICATION

Chemical Name: Colloid  
Internal Part Number: DX280-1x  
Product Use: Cleaner - Degreaser  
Mfg. Part #: Formula DX280-1x  
Brand Names: LCR Bio-Ag Wash  
Synonyms: Soap, Cleaners  
Sup. Part #: Not applicable

Manufacturer Information:  
Larson Century Ranch, Inc.  
P.O. Box 1982

Clarkston WA 99403  
Phone: (509)758-5445

### Section 2 - COMPOSITION/INFORMATION ON INGREDIENT

Component Information/Information on Non-Hazardous Components:  
All components have been identified and evaluated under the criteria specified in 29 CFR 1910.1200 (Hazard Communication Standard).

### Section 3 - HAZARDS IDENTIFICATION

**Overview:** Product is slightly viscous, clear-amber solution.

**Potential Health Effects:**

**Eyes:** This product may cause irritation to the eyes after direct contact.

**Skin:** Exposure to skin is not likely to result in irritation or redness. There is no level of toxicity associated with the material being absorbed through the skin.

**Ingestion:** there is no level of toxicity associated with ingestion of this product. However, ingesting very large amounts may cause minor gastrointestinal distress (such as diarrhea, due to emulsification of grease and oil in the digestive tract).

### Section 4 - FIRST AID MEASURES

**Eyes:** In case of direct contact with eyes, rinse with water if irritation occurs.

**Skin:** If desired wash after handling; but no level of toxicity is associated with the material being absorbed through the skin.

**Ingestion:** There is no known level of toxicity associated with ingestion of this product. (see above, Section #3)

**Inhalation:** There is no level of toxicity associated with the material being inhaled. If desired, remove to fresh air.

### Section 5 - FIRE FIGHTING MEASURES

**Flash Point:** Not established, but >200F  
**Method Use:** Not available  
**Upper Flammable Limit (UFL):** Not applicable  
**Lower Flammable Limit (LFL):** Not applicable  
**Auto Ignition:** Not applicable

**Flammability Classification:** Non-flammable

**Rate of Burning:** Not applicable

**General Fire Hazards:** This product is an aqueous mixture that will not burn. Hazardous Combustion Products: Upon decomposition, this product emits carbon dioxide.

**Extinguishing Media:** Use extinguishing media appropriate to surrounding fire conditions.

**NFPA Ratings: Health: 0 Fire: 0 Reactivity: 0 Other: 0**

**HMIS Ratings: Health: 0 Fire: 0 Reactivity: 0 Other: 0**

**Personal Protection:** None

### Section 6 - ACCIDENTAL RELEASE MEASURES

**Containment Procedures:** None necessary.

**Clean-Up Procedures:** Rinse area with water. Dispose of material in accordance with local regulations.

**Evacuation Procedures:** Not necessary.

**Special Instructions:** Surfaces may become slippery after spillage.

### Section 7 - HANDLING AND STORAGE

**Procedures for Handling:** No special precautions required.

**Recommended Storage Methods:** N/A

### Section 8 - EXPOSURE CONTROLS/PERSONAL PROTECTION

**Exposure Guidelines:**

**A. General Product Information**

None required.

**B. Component Exposure Limits**

No ACGIH, NIOSH OR OSHA exposure guidelines listed for this product's components.

**Engineering Control:** Use general ventilation.

**Personal Protective Gear:**

**Eye/Face:** None required for normal usage.

**Skin:** None required.

**Respiratory:** None required

**General:** None required.

### Section 9 - PHYSICAL & CHEMICAL PROPERTIES

**Appearance:** Clear Amber  
**Physical State:** Slightly Viscous Liquid  
**Vapor Pressure:** Not available  
**Boiling Point:** 213 Degrees F @ 760 mm Hg  
**Melting Point:** Not applicable  
**Specific Gravity:** 1.1119 (Water=1)  
**Softening Point:** Not applicable  
**Viscosity:** Not available  
**Percent Volatile:** Not applicable  
**Odor:** None  
**PH:** 9.85 to 10.35  
**Vapor Density:** Not available  
**Freezing Point:** 29 Degrees F  
**Solubility (H2O):** Complete  
**Particle Size:** 2 to 4 nanometers  
**Evaporation Rate:** Not applicable  
**Bulk Density:** Not applicable  
**Molecular Weight:** Mixture  
**Additional Properties:** No additional properties available

090601 FormulaDX280-1x MSDS.doc



## Safety Data Sheets (SDS)

Complete the following sentences using the words provided.

1. Hazard information must be written on \_\_\_\_\_.
2. The SDS is a \_\_\_\_\_ information form that describes hazardous chemicals.
3. DS forms must be \_\_\_\_\_ to all employees.
4. MSDS forms provide employees information and \_\_\_\_\_.
5. Employees must be trained on the \_\_\_\_\_ hazards of chemicals being used.
6. SDS forms tell you how to \_\_\_\_\_ when using hazardous chemicals.
7. Emergency procedures for hazardous chemicals can be found on the \_\_\_\_\_.
8. An SDS contains information about the \_\_\_\_\_.
9. Information on how \_\_\_\_\_ will react together is on the Safety Data Sheets.
10. The \_\_\_\_\_ is listed on the SDS.

list of ingredients

protect yourself

available

training

SDS

detailed

chemicals

manufacturer

physical and  
health

Safety Data  
Sheets





# Pinch Points

1. Pinch Points can cause serious \_\_\_\_\_.
2. Pinch points are \_\_\_\_\_ on a machine that can pinch.
3. Pinch points can \_\_\_\_\_.
4. Keep \_\_\_\_\_ clear of pinch points.
5. Make sure you understand where all \_\_\_\_\_ are.
6. There are pinch points on \_\_\_\_\_ machines.
7. Stay \_\_\_\_\_ and stay on task
8. Share \_\_\_\_\_ and mistakes with co-workers
9. Keep \_\_\_\_\_ and accessories away from machinery

Hands, alert, clothing, injury, moving parts, pinch crush or cut, lessons, pinch points, most, moving parts

## Pinch Points- Answer Key

1. Pinch Points can cause serious injury.
2. Pinch points are moving parts on a machine that can pinch.
3. Pinch points can pinch, crush, or cut.
4. Keep hands clear of pinch points.
5. Make sure you understand where all pinch points are.
6. There are pinch points on most machines.
7. Stay alert and stay on task
8. Share lessons and mistakes with co-workers
9. Keep clothing and accessories away from machinery

# Machine Guarding

Watch the following video answering questions as you go along.

<https://www.youtube.com/watch?v=-BEATC9-mKQ>

1. \_\_\_\_\_ are responsible for providing the proper machine guarding on all machines and training employees on how to handle machines safely.
2. \_\_\_\_\_ are responsible for ensuring that machine guarding is maintained, and completing the proper machine guard training.
3. The most common causes of machine accidents are:
  - Reaching in to \_\_\_\_\_ equipment.
  - Not using \_\_\_\_\_ procedures
  - Unauthorized persons doing maintenance or \_\_\_\_\_ the machines
  - Missing or loose \_\_\_\_\_ guards.
4. In-running nip point hazards are caused by \_\_\_\_\_ parts on machinery.
5. The Point of \_\_\_\_\_ is where work is performed on the material, such as cutting, shaping, boring, or forming of stock.
6. Employees are required to report machine guard problems to \_\_\_\_\_ immediately and must never operate equipment unless guards are in place.
7. A good safeguarding system protects against falling parts. A small tool which is dropped into a cycling machine could easily become a \_\_\_\_\_ that could strike and injure someone.

clear   using   Employers   lockout/tagout   machine   Employees   supervisors  
Operation   rotating   projectile



# Session Eight Outline and Guide

**Topics covered in Session Eight include:** Post assessment and course evaluation.

## One Hour Class Format

**0-40 minutes**            Students complete the three-part post-assessment.

1) Listen (Read instructor sheet, giving students time to complete assessment)

2) Read

3) Discuss

**40-50 minutes**            Students complete course evaluation.

**50-60 minutes**            Instructor thanks students for attending and closes course.



# Post-Assessment: Listening

## Instructor Sheet

Read the paragraph shown below. Students will circle the best response for each question on the next page.

1. I'm moving next weekend. Are you available to help? Would you be able to help on Saturday?
2. I live in Twin Falls.  
I have lived in Idaho for six years.  
I like living in Idaho.  
I like the sunny weather.
3. Look out! There's broken glass on the floor.
4. My children are young and live at home. I have two girls and a boy.
5. I'm not wearing my hard hat. I forget to put it on, but I will get it now.
6. I need to speak to my supervisor because I have a toothache and I need time off for a dentist appointment.





# Post-Assessment: Listening

Listen to the instructor and then read each question and circle the best answer.

## 1) What does the woman want?

- The woman wants to borrow a truck.
- She wants help moving.
- The woman is moving.
- She needs help driving a truck.

## 2) Why does this person enjoy living in Idaho?

- The person likes mountains.
- The person wants to travel.
- The person has lived in Idaho for six years.
- The person enjoys the sunshine.

## 3) How many children does the woman have?

- Four
- Three
- Two
- One

**4) What response is best?**

- I prefer plastic
- Yes, I would like a glass of water.
- Thank you. I didn't see it.
- I will try not to break the glass.

**5) What is the problem?**

- Joe's hard hat doesn't fit.
- Joe lost his hard hat.
- Joe isn't wearing his hard hat.
- Joes likes to break safety rules.

**6) What will this person be asking the supervisor for?**

- The person is asking for time off.
- The person is quitting their job.
- The person wants the supervisor to make a dentist appointment.
- The person wants to talk about vacation.

# Post-Assessment: Reading

Read each question and circle the answer that best applies.

1) What does this sign mean?

- No smoking.
- Fire extinguisher.
- Hazardous materials.
- First aid station.



2) What is this person doing?

- Writing a story.
- Jumping rope.
- Walking a dog.
- Lifting a box.



3) Where do you write your identification number?

- 1
- 2
- 3
- 4

|           |               |
|-----------|---------------|
| Name      | _____ ① _____ |
| Address   | _____ ② _____ |
| Telephone | _____ ③ _____ |
| ID#       | _____ ④ _____ |

**4) What time does Flight A9980 arrive?**

- 10:06
- 4:00
- 11:32
- 6:28

| <b>Flight Arrivals</b> |       |
|------------------------|-------|
| Flight A3751           | 10:06 |
| Flight J2276           | 11:32 |
| Flight A9980           | 4:00  |
| Flight J5788           | 6:28  |

**5) How does Mary get to work?**

- She drives.
- Mary rides her bike.
- Mary works in Twin Falls.
- It takes 10 minutes.

Mary works in Twin Falls. She rides her bike to work every day. It usually takes her about 10 minutes to get to work.

**6) What does Gerry do first?**

- Gerry arrives at the dentist's office.
- Gerry signs in.
- He waits for his name to be called.
- He has a seat.

Gerry arrives at the dentist's office and signs in. He has a seat and waits for his name to be called.

## Post-Assessment - Discussion

Ask each person at least one or two questions from the list below, or from the list provided in the pre-assessment. Use the items as a starting point for ongoing discussion so you can gauge English comprehension.

### General:

1. What equipment do you regularly use?
2. What personal protective equipment do you regularly use?
3. Describe the person sitting next to you.
4. What is the policy here for calling in sick?
5. What is the policy here for reporting a hazard?
6. What is the policy here for reporting an injury?

### Workplace Safety:

1. What kind of work do you do?
2. What tools do you use in your job?
3. Do you learn what you hoped to learn in this class?
4. Can you give me an example of a safe workplace practice you use?

Optional: An alternative format for placement could include a short conversation with each participant where he or she is asked multiple questions, with follow-up questions asked to drill down on strengths and weaknesses within English language ability.



# Course Evaluation

Date: \_\_\_\_\_

Location of Training: \_\_\_\_\_

Trainer: \_\_\_\_\_

**Instructions:** Please indicate your level of agreement with the statements listed below.

|   | Strongly Agree        | Agree                 | Disagree              | Strongly Disagree     |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. The topics covered were relevant to me                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. The content was organized and easy to follow.            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. This training experience will be useful in my work.      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. The trainer was well prepared.                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. The time allotted for training was sufficient.           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. The meeting room was adequate and comfortable.           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Computer usage added to the quality of the course.       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. I would like to attend more training sessions like this. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

