

Industry Specific Pre-employment Language Training

Food Processing

Instructor's Guide

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Developed November 2004
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Bow Valley College

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Introduction

The purpose of this curriculum is to prepare people with limited English language skills to be good employees in the food processing industry. In order to be good employees, they must understand the expectations and demands of the Canadian workplace in general and the needs of the food processing industry specifically.

Many factors are currently influencing the food processing industry. Some of the key drivers are globalization, increased use of technology, biological and chemical hazards when processing food products and a greater concern for food safety. These have resulted in programs such as HACCP (Hazard Analysis Critical Control Point). The increased training, record keeping and communication required by HACCP have increased the need for employees to have competent language and literacy skills. Since immigrants will provide 100% of growth in the labour pool within this decade, it is necessary to provide them with the language training which enables them to acquire and keep jobs.

Curriculum Development

This curriculum was based on a needs assessment of the food processing industry, the Canadian Language Benchmarks and the Essential Skills Profile: Labourer (Food Processing Facility) NOC 9617. The instructors of this program should familiarize themselves with both the Canadian Language Benchmarks and the Essential Skills profile for Labourer (Food Processing Facility) NOC 9617.

Canadian Language Benchmarks

This curriculum is referenced to the Canadian Language Benchmarks 2000. It is very important that instructors familiarize themselves with this document, its organization and layout, and the language it uses. Even though this does not carry industry specific information it will guide the competencies learners will need in acquiring English language proficiency. It

will also allow the instructors to stretch this curriculum and make it applicable to the learners' daily life.

The Canadian Language Benchmarks:

- are standardized descriptions of an individual's language proficiency at 12 benchmark levels.
- cover four skill areas: listening, speaking, reading and writing, and the four competencies of social interaction, instruction, suasion and information.
- use real life tasks to illustrate what individuals can be expected to do at each benchmark level.
- are used to describe, measure and recognize, in a standard way, the language proficiency of an individual.

The website for the Centre for Canadian Language Benchmarks is www.language.ca

A copy of the Canadian Language Benchmarks 2000 can be obtained, free of charge, from the above website.

Essential Skills

Also used in this curriculum are the essential skills.

Essential Skills are the skills needed for work, learning and life. They are enabling skills which help people participate fully in the workplace and community. They provide the foundation for learning all other skills and enable people to evolve with their jobs and adapt to workplace change.

Through extensive research, the Government of Canada and other national and international agencies have identified and validated nine Essential Skills. These skills are used in nearly every occupation and throughout daily life in different ways and at different levels of complexity. They are:

- Reading Text
- Document Use
- Numeracy
- Writing
- Oral Communication
- Working with Others

Continuous Learning
Thinking Skills
Computer Use

The website for Essential Skills Profiles is <http://www15.hrdc-drhc.gc.ca/>

The Essential Skills profile for Labourers in the Food Processing Industry is in the **Appendix**. It can also be found on the **Alberta Food Processors Association** website www.afpa.com

The most important Essential Skills for labourers in the food processing industry are:

- document use
- numeracy
- problem solving
- job task planning and organizing

Participant's Guide (PG)

A Participant's Guide has been developed to accompany the Instructor's Guide. Much of the material in it is taken from authentic documents. The instructor should also try to supplement classroom learning with industry specific authentic documents as much as possible. The instructor will have to make decisions about whether or not to use all of the materials in the Participant's Guide. Hopefully there is enough of a range of materials that there will be something for everyone. Remember, even if the learners have difficulty reading with authentic documents, it is important for them to become familiar with the organization of the materials. Also the instructor should feel free to supplement the Participant's Guide with additional activities whenever possible. These can relate to the learners' daily life and further develop language skills.

*Remember this is first and foremost a language course. Always use the content to develop the learners' language.

Overview of Course

This is an overview of a 60 hour Food Processing Language Training Program. It has been organized for twelve week delivery. The classes will meet twice a week for 2 ½ hours each. This schedule could be changed to suit a different time schedule as long as each topic and the competencies are covered. For example, it could be taught in 5 hour classes

Week	Class One	Class Two
Week One	Introductions Personal Information Course expectations Classroom management Industry profile	Canadian workplace expectations
Week Two	Workplace documents	Workplace documents
Week Three	On the job communication	On the job communication
Week Four	Health and safety	Health and safety
Week Five	Personal protective equipment	WHMIS
Week Six	WHMIS	HACCP
Week Seven	HACCP	Standard operating procedures
Week Eight	Standard operating procedures	Review
Week Nine	Hierarchy of the workplace	Hierarchy of the workplace
Week Ten	On the job training/lifelong learning	On the job training/lifelong learning
Week Eleven	Job search Getting employed/ staying employed	Job application forms Resumes
Week Twelve	Interviews/Final Assessment	Completion ceremony

Sample Lesson Plan

The Instructor's Guide covers the main themes for each lesson but instructors will also need to incorporate an introduction, a time for review of the previous lesson, a lesson culmination and a homework assignment. Here is a sample lesson plan for a 2½ hour class. The times are approximate. Since there are two classes a week, one class can be spent on receptive activities and another can be spent on productive activities.

Topic	Time
Greetings Announcements	15 min.
Review of homework Make note of any problems for review.	15 min.
New topic Introduce topic Introduce vocabulary and grammar structures Receptive activities: reading, listening, vocabulary work	45 min.
Break	15 min.
Productive activities: discussion, group work, research, writing	45 min.
Class wrap up, review learning, assign homework	15 min.

Sample Lesson Plan

This lesson plan will help you remember to include the Canadian Language Benchmarks, the Essential Skills and authentic documents. It gives prompts to plan the lesson.

Topic:

Canadian Language Benchmark Benchmark: Strand: speaking/listening/reading/writing Competency:		
Essential Skills		
Resources and Authentic Documents		
Industry Specific Vocabulary		
	Activity	Materials
Objectives: Where the learners need to go? (What do they need to be able to do?)		
Activities: How they will get there?		
Evaluation: How will I know they have arrived?		

Food Processing

Break		15 min.
<p>Productive activities: discussion, group work, research, writing</p> <p>Have learners report to the rest of the group which jobs they are interested in and why. Develop good methods of expressing preference.</p> <p>With the class develop a script for a role play to phone the employment centre. Write the script on the board.</p> <p>Have learners practice the role play as written and then again by inserting the information about their chosen job ads.</p>		45 min.
<p>Homework</p> <p>Learners must collect job ads from the paper and/or the employment centre.</p> <p>If they are able they should call the employment centre and use the script of questions to get information.</p>	Script of questions to ask the employment centre	15 min.

As you use this curriculum, you will find that you'll have to adapt it to your particular class. You may have to add some extra materials if your class needs more review or is progressing quickly or you may have to delete some materials if your class is moving slowly. Extension activities and a review after every few lessons are a good way to provide extra practice of skills.

Vocabulary List for Food Processing Industry

Jobs	
Lead hand	Plant nurse
Frontline worker	Plant manager
Fork lift driver	Human resources
Supervisor	Sanitation department
Manager	Relief person
Office staff	New hire
Plant superintendent	

Personal Protective Equipment	
Beard net	Safety glasses
Hair net	Ear plugs
Goggles	Uniform
Rubber gloves	Boots

Signs	
No Smoking	Danger No Admittance
Keep Door Closed	Spill Kit
Caution	Eyewash Station
Hearing Protection Required	Danger Compressed Air
Fire Exit	Electrical Room
Please Keep Closed	WHMIS Labels

Verbs		
Add	Open	Shut down
Adjust	Organize	Signal
Bend	Paint	Sort
Brew	Produce	Stack
Burns	Proof	Standardize
Check	Pull	Start
Clean	Push	Start up
Contaminate	Put away	Store
Count	Record	Sustain
Cross contaminate	Remove	Sweep
Dehydrate	Repair	Train
Empty	Return	Turn
Inspect	Rotate	Turn on
Lift	Sanitize	Twist
Measure	Scoop	Vibrate
Meet	Shine	Wash
Mix	Shut	Waste
Mop	Shut off	

Adjectives		
Alive	Hot, too hot, not hot enough	Ready
Bottom		Relevant
Burnt	Heavy	Right (directional, correct)
Cold	Left	Safe
Colour words - white, brown, tan, beige, black, blue etc.	Light (in weight, in colour)	Safety
Clean	Living (a living organism)	Serious
Daily	Loose	Special
Dehydrated	Measurable	Specific
Dizzy	Mechanical	Square
Electric, electrical	Minor	Stable
Empty	Narrow	Top
Fast paced	Off	Triangular
Flammable	On	Under-cooked, under-done
Food contact (surface)	Over baked	Wide
Full	Painted	
	Non food contact (surface)	

Nouns		
Accident	First Aid	Oil, Oil tank
Allergen	Gas	Office
Barrel	Glasses	Order
Beard net	Goggles	Orientation
Benefits	Grease	Organism
Bin	Hair net	Oven
Bread crumbs	Hand signal	Oven mitts
Brooms	Handles	Package
Brush	Height	Pallet
Bucket	Hose	Pan stacker
Button	Hygiene	Pay stub
Cardboard	Ingredients	Peanuts
Colour	Knob	Performance
Complaints	Lid	Policy
Costs	Line	Pressure
Conveyor belt	Loaf	Procedure
Customer	Locker room	Product
Cylinder	Lunch room	Production
Dough	Machine	Rack
Dustpan	Maintenance	Responsibility
Efficiency	Meeting	Routine
Emergency	Memo	Rubber gloves
Entrance	Metal detector	Safety
Equipment	Mops	Schedule
Eye wash station	Noise, noise level	Service level

Shelf	Steam valves	Tools
Shift	Stop button	Tray
Shovels	Storage	Training
Shut down	Switch	Uniform
Size	Tank	Wash bay
Spill kit	Target	Washroom
Stability	Team	Waste
Stack	Temperature	Weight
Start button	Time	Work zone

Abbreviations	
24/7	24 hours a day, 7 days a week
HACCP	Hazard Analysis Critical Control Point
WHMIS	Workplace Hazardous Materials Information System
OH&S	Occupational Health and Safety
SOP	Standard Operating Procedure
GMP	Good Manufacturing Practices

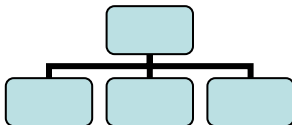
Week One

Lesson One: Introductions, Personal Information, Course Expectations, Industry Profile

Canadian Language Benchmarks:

- Writing 2:** **Recording information:** Copy selected information and simple schedules
- Speaking 2:** **Information:** Provide expanded basic personal information
- Speaking 3:** **Social Interaction:** Introduce self
Information: Provide basic personal information
- Essential Skills:** **Document Use**
- personal information form
 - organizational chart
 - organizing information in a table form (class list)

Activity	What to Do and Say	Materials, Supplies, and Trainers' Notes
Introductions	<p>Introduce yourself. Have learners introduce themselves. Have everyone make a name tent card for themselves.</p> <p>Have learners tell a bit about themselves: where they are from, family, length of time in Canada, hobbies, work experience, etc.</p>	<p>Cardboard to make name tents.</p> <p>Felt pens.</p> <p>Write names of learners, plus related information on board.</p>

		<p>Display it as an organizational chart for each person.</p>  <pre> graph TD A[] --- B[] A --- C[] A --- D[] </pre>
Personal Information	<p>Have learner's fill out simple personal form.</p> <p>Review uses for personal information forms</p> <ul style="list-style-type: none"> • job applications • doctor's office • dentist's office • contests <p>Emphasize that this is a typical format for information forms.</p> <p>Activity</p> <p>Have learners fill out class list by asking other learners their names and phone numbers (if they are comfortable with giving that information) and one other piece of information. E.g. favourite food, number of children, hobby, favourite colour or food, etc.</p> <p>Stress good pronunciation of numbers.</p>	<p>PG page 3</p> <p>Personal Information Form in Participant's guide.</p> <p>Show examples of other forms that ask for the same information. Show some forms that are written in block letters. Some forms use different terminology. Be sure to discuss this.</p> <p>(e.g. last name/surname, phone: res/work/cell)</p> <p>PG page 4</p> <p>Blank form for class list</p>

	<p>* Practice forming questions properly. Model:</p> <ul style="list-style-type: none"> • What is your favourite food? • How many children do you have? • Do you have a hobby? What is it? <p>Have learners report back to class by introducing one of their classmates to the rest of the class, telling their name and personal information such as hobby, number of children, etc.. As each person is introduced their name should be ticked off on everyone's list. A person should not be introduced twice.</p>	
Expectations of Course	<p>Course expectations</p> <ul style="list-style-type: none"> • attendance • organization • assignments • notifying instructor of absences or lateness 	

Dates of classes	Show calendar. Discuss keeping appointments on a calendar. <ul style="list-style-type: none"> • review names of months and their abbreviations. • review names of days of the week and their abbreviations. Have learners write time and dates of classes on calendar.	PG page 5 Worksheet on days and months PG page 6 Blank calendar pages.
Overview of Course	Go over topics being covered in the course: <ul style="list-style-type: none"> • Canadian workplace expectations • Workplace documents • On the job communication • Health & Safety • Personal protective equipment • WHMIS(Workplace Hazardous Materials Information System) • Frontline HACCP (Hazard Analysis Critical Control Point) • SOPs (Standard Operating Procedures) • Hierarchy of the workplace • On the job training • Job search • Application forms/ Resumes/Interviews 	Binder for each learner with dividers for each topic

<p>Food Processing Industry</p>	<p>Go through list of Food Processors in Southern Alberta.</p> <p>Explain different types of Food Processors.</p> <p>* confectionary includes snack foods</p> <p>As a class, find one example of each type of processor from the list of southern Alberta food processors. Write it beside the appropriate type in the Participant's guide. Look at www.afpa.com for information.</p> <p>Show map of Alberta.</p> <ul style="list-style-type: none"> • North south orientation • scale • B.C., U.S.A. • lakes, rivers, cities • roads • Lethbridge, Taber <p>Show map of Southern Alberta.</p> <p>Locate</p> <ul style="list-style-type: none"> • Taber • Vauxhall • Grassy Lake • Lethbridge • Bow Island <p>Locate several Food Processors on map.</p> <p>Have learners point out where they live on the map. Put an x approximately where they live.</p>	<p>PG page 8, 9</p> <p>List of Southern Alberta Food Processors</p> <p>PG page 10</p> <p>List of different types of processors</p> <p>PG page 11</p> <p>Map of Alberta. Point out Southern Alberta.</p> <p>PG page 12</p> <p>Map of Southern Alberta.</p> <p>* If applicable go over legal subdivisions, township roads and range roads.</p>
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Week One

Lesson Two: Canadian Workplace Expectations

Canadian Language Benchmarks:

- Speaking 3:**
- Social Interaction:** Indicate problems in communication; ask for explanation
 - Suasion:** Ask permission; ask for, offer, and accept assistance
 - Information:** Talk about health and feelings
- Listening 3/4:**
- Instructions:** Follow two-to- four clause directions relating to movement and position in space, and to weights, measure, amounts and sizes
- Essential Skills:**
- Document Use**
 - map reading
 - shift schedule
 - lists (phone numbers, food processors)
 - Numeracy**
 - telling time

Activity	What to do and say	Materials, Supplies, and Trainers' Notes
Canadian Workplace Expectations	<p>Ask learners to brainstorm what they think employers want in an employee. Then compare with the Participants' Guide.</p> <p>Employers expect their employees to</p> <ul style="list-style-type: none"> • have good attendance • be on time for work and return from breaks on time • call, in plenty of time, if they will be late or if they can't make it in to work • work hard and work carefully • be able to talk to others • be able to work well with others • follow directions <ul style="list-style-type: none"> o ask for clarification o follow SOPs • know their job <ul style="list-style-type: none"> o know and comply with all regulations • work safely <ul style="list-style-type: none"> o wear personal protective equipment (PPE) o report unsafe acts and unsafe conditions o report any injury or illness immediately 	<p>PG page 14</p>

Shift Schedules	<p>Explain about shift work</p> <ul style="list-style-type: none"> • time clocks/time cards • shift schedule (relate to class schedule) <p>Go through shift schedules and worksheet together. *Lunch and coffee breaks can vary in time in different companies.</p>	<p>PG page 15, 16, 17</p> <p>Shift schedules and worksheet</p>
Calling in sick	<p>Role play making a phone call</p> <ul style="list-style-type: none"> • looking up phone number • leaving a message <p>If learners can make their own role play have them do so. If they need help, have them use the script. Have learners brainstorm other reasons they might have to call in sick.</p>	<p>PG page 18</p> <p>Calling in sick</p>
Personal Protective Equipment (PPE)	<p>Explain that PPE is a common abbreviation for Personal Protective Equipment. Brainstorm types of PPE.</p>	<p>PG page 19</p> <p>Personal Protective Equipment</p>

Week Two

Lesson One: Workplace Documents

Canadian Language Benchmarks:

- Reading 3/4:** **Instructions:** Follow one-to five-step common everyday instructions
- Business Service Texts:** Find information in formatted texts
- Informational Texts:** Get the gist, key information and important detail of simple explicit one-to two-paragraph texts.
- Use standard reference texts (maps and diagrams)
- Writing 3/4:** **Business/service Messages:** Fill out simple forms
- Business/service Messages:** Convey simple business messages as written notes
- Essential Skills:** **Document Use**
- mimetic documents
 - memos/bulletins

Activity	What to Do and Say	Materials, Supplies, and Trainers' Notes
Lists, forms, graphs and charts, maps, mimetic documents	Have many workplace documents for the learners to look at. Encourage learners to group them somehow.	Reference for instructor http://www.skillplan.ca/pdfs/LangDocs_Sample_Pgs.pdf

<p>Lists, forms, graphs and charts, maps, mimetic documents</p>	<p>Look at various options for grouping.</p> <p>They may group by content or workplace or usage, etc.</p> <p>Point out that one option is to group by type of document. The five main types of documents are:</p> <ul style="list-style-type: none"> • lists • forms • graphs and charts • maps • mimetic documents <p>Categorize the documents by these titles and have learners suggest what the distinguishing features of each type are.</p>	<p>Samples of many food processing workplace documents. Some from each category:</p> <p>floor plans</p> <p>memos</p> <p>pay stubs</p> <p>application forms</p> <p>schedules</p> <p>graphs and charts</p> <p>checklists</p>
<p>Lists</p>	<p>Lists:</p> <ul style="list-style-type: none"> • a set of related items and a label or title • can be words, pictures, numbers or symbols • can be horizontal or vertical • usually organized either alphabetically, numerically, or by time 	<p>Phone books, grocery flyers, catalogues, bus schedules</p> <p>PG page 23</p> <p>Company Directory</p>

Lists (cont.)	<p>To Do:</p> <p>Have learners suggest lists that they use at home.</p> <p>e.g. shopping lists, phone lists, telephone book, grocery flyers, calendar, catalogues, table of contents, bus schedules</p> <p>Point out that all of these have the points listed above.</p> <p>Review alphabetical order for the phone book.</p> <p>Have them look up their number and a friend's number in the phone book.</p> <p>Go over the table of contents in the catalogue. Have them find a specific item.</p>	<p>PG page 22</p> <p>Phone book for each two learners</p> <p>Catalogue for each two learners</p>
Forms	<p>Forms</p> <ul style="list-style-type: none"> • are the most common type of document handled by workers • are used to <ul style="list-style-type: none"> o collect information o document what has happened o control production o control processes 	<p>Various samples of workplace forms.</p> <p>PG page 25, 26, 27, 28</p> <p>Incident Report</p> <p>Complaint Form</p> <p>Employee Suggestion Form</p> <p>Employment Application</p>

	<p>Forms can have differences in</p> <ul style="list-style-type: none"> • vocabulary • organization of content • typography and graphic design <p>Activity:</p> <p>Have learners look at all the forms and notice their similarities in content and their differences in organization and graphics.</p> <p>For each form have them figure out who, what and why, when and where.</p> <p>Have learners practice filling out forms. Stress the similarity between all of these forms. Point out that they all have information that you know and information that you may have to find out.</p> <p>Mention that sometimes you can be anonymous. Also go over the meaning of N/A.</p>	<p>Forms from home such as passport, credit card, school forms, consent forms for school outings, registration forms.</p>
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Week Two

Lesson Two: Workplace Documents

Canadian Language Benchmarks:

- Reading 3/4:** **Instructions:** Follow one-to five-step common everyday instructions
- Business Service Texts:** Find information in formatted texts
- Informational Texts:** Get the gist, key information and important detail of simple explicit one-to two-paragraph texts
- Use standard reference texts (maps and diagrams)
- Writing 3/4:** **Business/service Messages:** Fill out simple forms
- Business/service Messages:** Convey simple business messages as written notes
- Essential Skills:** **Document Use**
- mimetic documents
 - memos/bulletins

Activity	What to do and say	Materials, Supplies, and Trainers' Notes
Graphs and Charts <ul style="list-style-type: none"> • Bar • Line Circle or pie charts 	To Do Make a bar graph representing how many males/females in class, how many people from each country in class/ how many people like a certain type of food, etc.	

<p>Graphs and Charts (cont.)</p>	<p>Display the same information in a pie chart.</p> <p>Point out that line graphs show variations over a period of time. Bar graphs compare values, circle graphs compare ratio and pictorial graphs compare amounts.</p> <p>Show some workplace graphs and charts and talk about why they are used and what they show. Usually they are a quick visual representation of numerical data, such as production, days without accidents, etc.</p>	<p>PG page 29</p> <p>Samples of Bar Graphs, Line graphs, Circle graphs and Pictorial graphs</p> <p>e.g. gas and electric bills</p> <p>Authentic workplace samples of Bar Graphs, Line graphs and Circle graphs and Pictorial Graphs</p>
<p>Maps</p>	<p>Uses of Maps</p> <ul style="list-style-type: none"> • to find destinations • to plan efficient routes • estimate arrival times • predict fuel costs • to locate topographical information <p>To do</p> <p>Review orientation of maps.</p> <p>North, West, South, East</p> <p>Talk about scale.</p> <p>Review metric measurements and abbreviations for these. cm., km.</p>	<p>Floor plans, map of the community, map of Alberta</p> <p>Floor plans of a processing plant</p> <p>PG page 30, 31</p>

<p>Maps (cont.)</p>	<p>Measure everyone in the class to determine their height.</p> <p>Look at maps of the community. Have them locate their homes on them and outline the route from their house to the ESL class.</p> <p>Look at plans of worksites.</p> <p>Locate exits, different workstations, lunchroom.</p> <p>If time have them draw a plan of their house. Or divide them into teams and have each team design a dream house. Set a time limit. (Approximately 1 hour). Stress communication, teamwork and time management.</p>	<p>Measuring tape or meter stick.</p> <p>Local map</p>
<p>Mimetic Documents</p>	<p>"A Picture is Worth a Thousand Words"</p> <p>Review why workplaces use drawings or realistic pictures instead of writing. Mention that these are mimetics.</p> <p>Show examples and discuss their meaning.</p>	<p>Food Processor Posters</p> <p>PG page 32</p> <p>WHMIS symbols</p>

Week Three

Lesson One: On the Job Communication

Canadian Language Benchmarks:

- Speaking 3:** **Social Interaction:** Indicate problem in communication, Ask for explanation
 Suasion: Advise someone of danger
- Speaking 4:** **Social Interaction:** Leave a short simple message
 Instructions: Give sets of simple everyday instructions and directions
 Suasion: Respond to warnings

Essential Skills: **Oral Communication**
 Working with Others
 Problem Solving

Activity	What to do and say	Materials, Supplies, and Trainers' Notes
Communication in the Workplace	Brainstorm: Who do we communicate with in the workplace? <ul style="list-style-type: none"> • supervisors • lead hands • co-workers • Human Resources What vocabulary do we need in the food processing workplace?	Instructors Resource: Essential Skills profile for Labourer (Food Processing Facility) NOC 9617. (Appendix 1)

Workplace Vocabulary	<p>What do we communicate about?</p> <ul style="list-style-type: none"> • where to find/put things • giving/asking for information • giving/asking for directions • making suggestions • asking for clarification /repetition/permission • giving/asking for instructions • small talk with co-workers • telling about a problem/solving a problem • warning someone <p>How do we communicate?</p> <ul style="list-style-type: none"> • by talking <ul style="list-style-type: none"> o one on one o in small groups o in large groups (meetings) 	<p>PG page 34, 35, 36, 37</p> <p>Workplace vocabulary list</p> <p>PG page 38</p> <p>Workplace communication</p> <p>Xtreme Safety</p> <p>http://www.alis.gov.ab.ca/pdf/cshop/xtremesafety.pdf</p> <p>page 22 -33</p> <p>PG page 39, 40</p> <p>What do you say to the lead hand?</p> <p>What do you say to your co-workers?</p>
Problem Solving	<p>Role play one on one conversations with giving/following directions, asking for clarification, telling about a problem</p> <p>Have learners give a short demonstration or presentation. E.g. a daily routine, a news item, a family artifact</p>	<p>PG page 41, 42</p> <p>Problem solving examples</p> <p>Decision making examples</p>

Week Three

Lesson Two: On the Job Communication

Canadian Language Benchmarks:

Reading 3: **Instructions:** Follow one-to five-step common everyday instructions and instructional texts

Business/service Texts: Get information from short business brochures, notices, form letters and flyers. (Answer five to seven questions about a text.)

Reading 4: **Informational Texts:** Get the gist, key information and important detail of simple, explicit two - to three- paragraphs texts

Writing 3: **Business/service Messages:** Convey simple business messages as written notes

Presenting information: Describe a person, object, place, situation, event

Essential Skills: **Reading Text**

Activity	What to do and say	Materials, Supplies, and Trainers' Notes
Communication in the Workplace	People communicate in the workplace by writing/reading <ul style="list-style-type: none"> • memos • notices • notes to coworkers 	Instructors Resource: Essential Skills profile for Labourer (Food Processing Facility) NOC 9617. (Appendix 1)

<p>Communication in the Workplace (cont.)</p>	<p>Labourers</p> <ul style="list-style-type: none"> • read notes from co-workers with directions for tasks to be performed on the next shift. • read memos posted on the bulletin board concerning changes in policies, changes in scheduling or dates of meetings, such as staff meetings. (frequently) <p>Discuss:</p> <p>Why would the sender use a memo rather than telling the employee in person?</p> <p>Discuss the ways that the company distributes these important communications.</p> <ul style="list-style-type: none"> • by placing them in envelopes with pay checks • by posting them in a noticeable place such as the lunchroom or near the time clock • by having the supervisors hand them to each employee • by mailing them to employees at home <p>Have participants relate the possible importance of a memo to the manner in which it was delivered.</p>	<p>Authentic Resources:</p> <p>Written instructions on routine tasks, memos, workplace notices</p>
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Week Four

Lesson One: Health and Safety in the Workplace

Canadian Language Benchmarks

Speaking 4: **Instructions:** Give sets of simple everyday instructions

Suasion: Respond to warnings

Essential Skills: **Document Use:** forms

Activity	What to do and say	Materials, Supplies, and Trainers' Notes
Safety in the Workplace	<p>Emphasize that both the employee and employer are responsible for safety in the workplace.</p> <p>Discuss the following with the learners.</p> <p>Safe work practices</p> <ul style="list-style-type: none"> • be well trained • follow directions • be careful • encourage co-workers to be careful • take the time to do it right • attend safety meetings • keep your work stations clean and tidy • remember to lock down on machines 	<p>AFPA Posters on Safety at work.</p> <p>List 5 hazards learners have seen in different work places, shopping malls, constructions sites, etc.</p>

Safety in the Workplace (cont.)	<ul style="list-style-type: none"> • wear PPE (Personal Protective Equipment) • ask questions • report unsafe conditions to your supervisor • If you think it's dangerous, don't do it! <p>Have learners follow along in their PG.</p>	<p>Instructors resource:</p> <p>A Survival Guide for New and Young Workers</p> <p>www.alis.gov.ab.ca/pdf/cshop/xtremesafety.pdf</p> <p>PG page 48</p>
Common Workplace Injuries	<p>Common Workplace Injuries</p> <p>Back injuries are caused by</p> <ul style="list-style-type: none"> • incorrect lifting • repeatedly lifting heavy loads • twisting • repeated bending and stretching <p>Repetitive Stress injuries are caused by</p> <ul style="list-style-type: none"> • the same action over and over • too much stress being placed on a joint <p>Hearing damage is caused by</p> <ul style="list-style-type: none"> • sudden loud noises • repeated or sustained loud noises <p>Respiratory illnesses are caused by</p> <ul style="list-style-type: none"> • dust • toxins from grains, mold, bacteria • vapours from solvents 	<p>PG page 49</p> <p>Common Workplace Injuries</p> <p>Back to Basics</p> <p>http://www.wcb.ab.ca/pdfs/back2bas.pdf</p>

Common Workplace Injuries (cont.)	<p>Accidents can be caused by fatigue.</p> <p>Brainstorm the dangers of being tired at work.</p> <p>Tired workers</p> <ul style="list-style-type: none"> • react more slowly than usual • show poor logic • have trouble concentrating • are more forgetful • take more risks 	
Preventing Workplace Injuries	<p>Preventing Back Injury</p> <p>Learners should read "Lifting Techniques". Have them work with a partner to analyze and correct each others lifting technique. Have someone demonstrate good lifting technique to the rest of the class.</p> <p>Preventing Repetitive Stress Injury</p> <ul style="list-style-type: none"> • adjust the height of work surfaces • vary tasks, rotate • take short breaks • do pre work stretching • use specially designed equipment for repeated tasks, such as curved knives for poultry workers 	<p>PG page 50</p> <p>Lifting Techniques</p>

<p>Preventing Workplace Injuries</p>	<p>Preventing Hearing Damage</p> <p>Read Hearing Protection Excuses and Facts with class.</p> <p>Wear hearing protection earplugs, or earmuffs.</p> <p>Show earmuffs.</p> <p>Demonstrate to learners how to correctly insert earplugs. Have them practice with their own pair of earplugs.</p> <p>First Aid at Work</p> <p>Report any accidents or injuries to lead hand or supervisor.</p> <p>Fill out an accident/incident form.</p>	<p>PG page 51</p> <p>Hearing Protection Excuses and Facts</p> <p>One pair of earmuffs to show class, pair of earplugs for each learner</p> <p>PG page 52</p> <p>Accident/Incident form</p>
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Week Four

Lesson Two: Health and Safety in the Workplace

Canadian Language Benchmarks

Speaking 3: **Information:** Talk about health and feelings

Tell a story about personal experience

Reading 4: **Business/service texts:** Get information from short business brochures and notices

Essential Skills: **Reading Text**

- memos

Activity	What to do and say	Materials, Supplies, and Trainers' Notes
Hazard Alert Bulletins	<p>Read the three hazard alert bulletins.</p> <p>Discuss format, vocabulary and content.</p> <p>Emphasize the safe work practices that are listed on the poster.</p> <p>Encourage learners to tell their own stories of workplace accidents.</p>	<p>PG page 53, 54, 55</p> <p>Hazard Alert Bulletins</p> <p>Pasta machine catches sleeve</p> <p>Baker's arm caught in bread dough machine</p> <p>Use extreme caution when using meat slicers</p>

Week Five

Lesson One: Personal Protective Equipment

Canadian Language Benchmarks:

Speaking 3: **Information:** Describe briefly a person, object, situation and daily routine

Essential Skills: **Document Use**

Activity	What to do and say	Materials, Supplies, and Trainers' Notes
Review Personal Protective Equipment (PPE)	<p>Go over vocabulary and concepts from Health and Safety in the Workplace.</p> <p>Hazards in the workplace</p> <p>Brainstorm the possible hazards in the workplace</p> <ul style="list-style-type: none"> • falling objects • possibility of fire or explosion • beams at head height • loud noise • machinery • slippery floors • cool or hot temperatures • caustic materials • toxic gases and airborne particles • congestion 	<p>Instructor' resource</p> <p>www.free-training.com</p> <p>If possible let learners go onto this website.</p>

<p>Personal Protective Equipment (PPE) (cont.)</p>	<p>Employees protect themselves from these hazards by using Personal Protective Equipment (PPE).</p> <p>Personal protective equipment means safety materials, equipment, systems, devices and clothing whose purpose is to protect from injury or illness.</p> <p>Show the PPE and how it is worn.</p> <p>Discuss the need and reason for each piece of PPE.</p> <p>Have learners read PPE list.</p>	<p>Samples of PPE</p> <p>earplugs, ear muffs, hair net, beard net, smock, rubber boots, steel toed boots, gloves, rubber gloves, aprons, vests, coveralls, safety glasses, goggles, face shield, hard hat, respirator or mask</p> <p>AFPA training posters</p> <p>PG page 58, 59</p> <p>Examples of PPE</p> <p>Workplace Form on PPE</p>
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Week Five

Lesson Two: WHMIS

Canadian Language Benchmarks:

Reading 4: **Business/service Texts:** Find information in formatted texts

Essential Skills: **Document Use**

- MSDS
- WHMIS symbols and labels

Activity	What to do and say	Materials, Supplies, and Trainers' Notes
WHMIS	<p>Workplace Hazardous Materials Information System (WHMIS)</p> <p>Explain the acronym and go over the meaning of words such as hazardous materials, information, system</p> <p>Explain the three main points of WHMIS are the label on the product, the MSDS (Material Safety Data Sheet) and the symbols.</p> <p>Watch the video "The Winning Label."</p> <p>If necessary watch it twice and stop video to explain.</p> <p>Do work sheets that go with "The Winning Label"</p>	<p>Authentic materials with WHMIS labels.</p> <p>MSDS -authentic document</p> <p>PG page 62, 63</p> <p>WHMIS symbols</p> <p>The Winning Label Video and training materials (see Resources)</p>

Week Six

Lesson One: WHMIS

Canadian Language Benchmarks:

Reading 4: **Business/service Texts:** Find information in formatted texts

Essential Skills: **Document Use**

- MSDS
- WHMIS symbols and labels

Activity	What to do and say	Materials, Supplies, and Trainers' Notes
WHMIS	<p>Review</p> <p>The meaning of WHMIS</p> <p>The components of WHMIS</p> <p>The WHMIS symbols</p> <p>If class wants, show "The Winning Label" again.</p> <p>Use testing material that comes with "The Winning Label"</p> <p>Either have learners do test or go through it with them.</p>	<p>PG page 63</p> <p>WHMIS symbols</p> <p>Testing materials with "The Winning Label"</p>

Week Six

Lesson Two: Frontline HACCP

Canadian Language Benchmarks:

Reading 4: **Suasion:** Demonstrate comprehension of mostly factual details and some inferred meaning in persuasive oral texts

Essential Skills: **Job Task Planning and Organizing**
Oral Communication

Activity	What to do and say	Materials, Supplies, and Trainers' Notes
Frontline HACCP	<p>Hazard Analysis Critical Control Point</p> <p>Explain the acronym and the meanings of the words.</p> <p>Go through the HACCP Manual using an overhead projector.</p> <p>Allow time for discussion and explanation of vocabulary.</p>	Frontline HACCP training manual (see Resources)

Week Seven

Lesson One: Frontline HACCP

Canadian Language Benchmarks:

Reading 4: **Suasion:** Demonstrate comprehension of mostly factual details and some inferred meaning in persuasive oral texts

Reading 3: **Instructions:** Follow one-to five-sep common everyday instructions and instructional texts

Essential Skills: **Job Task Planning and Organizing**

Activity	What to do and say	Materials, Supplies, and Trainers' Notes
Frontline HACCP	Review vocabulary and concepts from previous class. Do the three assessments from Frontline HACCP.	Assessments from Frontline HACCP training manual.
Review	Review material from previous lessons. Review workplace vocabulary with games and role playing.	

Week Seven

Lesson Two: Standard Operating Procedures

Canadian Language Benchmarks:

Reading 4: **Instructions:** Follow one-to-six-step common everyday instructions and instructional tests

Speaking 4: **Instructions:** Give sets of simple everyday instruction and directions

Essential Skills: **Document Use**

- SOP's

Job Task Planning and Organizing

Activity	What to do and say	Materials, Supplies, and Trainers' Notes
Standard Operating Procedures	<p>Explain the use of SOPs.</p> <p>An SOP is a set of written instructions or steps someone follows to complete a job safely. SOPs are for people who perform jobs by themselves, for people who work together on a job, and for people who supervise other people doing a job. The primary audience for an SOP, however, is the person who will perform a particular job.</p> <p>SOP's are usually between 6 and 12 steps long. If they are any longer people get confused or intimidated.</p>	<p>Authentic SOP's</p> <p>PG Page 66</p>

Week Eight

Lesson One: Standard Operating Procedures

Canadian Language Benchmarks:

Reading 4: **Instructions:** Follow one to six step common every-day instructions and instructional texts

Listening 4: **Instructions:** Follow sets of sequentially resented four-to five clause everyday instructions relating to movement and position in space, manner

Speaking 4: **Instructions:** Give sets of simple everyday instructions and directions

Essential Skills: **Document Use**

- SOPs

Job Task Planning and Organizing

Activity	What to do and say	Materials, Supplies, and Trainers' Notes
Standard Operating Procedures	<p>Following Directions</p> <p>Make Rice Krispies squares.</p> <p>Divide learners into 2 teams. Have each group make a batch of Rice Krispie Squares by following the recipe and the directions. Pretend they are in a processing plant. They need a supervisor, lead hand and sanitation crew (clean up). Everyone should have a job. Check for PPE, hygiene, following the SOP. Quality control is the taste test.</p>	<p>PG page 71</p> <p>Ingredients for Rice Krispie Squares, electric frying pan, or electric wok</p> <p>*Have learners highlight key words, read and reread before beginning.</p>

<p>Giving Instructions</p>	<p>Partner Activity</p> <p>Partners sit facing each other with a divider between them, so they can not see each other.</p> <p>They each have an identical assortment of items. One partner gives directions to the other about how to arrange these items. Then they remove the divider and check their work.</p> <p>The other partner then becomes the director.</p> <p>*Emphasize asking for clarification if needed.</p> <p>Have each learner prepare a short presentation about how to do something, e.g. change a tire, do laundry, plant a garden.</p> <p>Their instructions should be clear and concise.</p>	<p>Screens or dividers for each pair of learners, sets of identical items (e.g. toy cutlery and dishes, classroom items, small articles of everyday life)</p> <p>PG page 72</p> <p>Write out instructions</p>
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Week Eight

Lesson Two: Review

By now your learners must be feeling overwhelmed with content. Make this lesson a time for them to review their Participant's Guide and any vocabulary or information they are unsure of. Allow time for discussion.

Activity	What to do and say	Materials, Supplies, and Trainers' Notes
Review	<p>Have class complete review sheet "What does it mean?"</p> <p>Go through vocabulary on word and definition page. If learners can do this on their own, let them work in pairs. If not, do it as a class.</p>	<p>PG page 74 What does it mean?</p> <p>PG page 75 Vocabulary Review</p>

Lesson One: Hierarchy of the Workplace

Canadian Language Benchmarks:

Reading 4: **Informational Texts:** *Get the gist, key information and important detail of simple, explicit two- to three-paragraph texts*

Essential Skills: Document Use

Activity	What to do and say	Materials, Supplies, and Trainers' Notes
Hierarchy of the Workplace	<p>Discuss the various jobs in a workplace. Talk about the tasks each one does and their position in the workplace.</p> <ul style="list-style-type: none"> Plant Superintendent Manager Supervisor Lead hand Quality Control HACCP coordinator Maintenance Production worker Frontline worker Labourer 	<p>PG page 78</p> <p>List of jobs in food processing plants</p> <p>Draw an org chart on the board to represent a workplace or an organization or their family.</p>

<p>Hierarchy of the Workplace (cont.)</p>	<p>Fork lift driver Shipper/ Receiver Health and Safety Safety coordinator Office staff Human Resources First Aid Nurse Sanitation department Relief person New hire Have learners fill in the org chart in the PG. Have learners draw their family tree. Read "Production Worker". Go through vocabulary, work terms, spend time portraying the different tasks that are mentioned.</p>	<p>PG page 79 Workplace organizational chart PG page 80 PG page 81-83 Production Worker</p>
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Week Nine

Lesson Two: Hierarchy of the Workplace

Canadian Language Benchmarks:

Reading 4: **Informational Texts:** Get the gist, key information and important detail of simple, explicit two- to three-paragraph texts

Essential Skills: **Problem Solving**

Activity	What to do and say	Materials, Supplies, and Trainers' Notes
Jobs in the Workplace	Read "Line Supervisor" together. Go over vocabulary, job tasks, etc.	PG page 84-86 Line Supervisor
	Discuss.	
	Review job list from last lesson and the responsibilities of each job.	PG page 78
	Have learners do worksheet "Who do you talk to?" in pairs or small groups.	PG page 87 "Who do you talk to?"

Week Ten

Lesson One: On The Job Training/Lifelong Learning

Canadian Language Benchmarks:

Speaking 3: **Social Interaction:** Indicate problem in communication, ask for explanation

Essential Skills: **Document Use**

- floor plans
- form

Activity	What to do and say	Materials, Supplies, and Trainers' Notes
Orientation Procedures	<p>In most workplaces new employees receive some type of orientation. They often receive a package of orientation material that they must sign off, indicating that they have understood it.</p> <p>They may have a tour of the plant and they may receive some training for their job.</p> <p>It is important that they are assertive enough to indicate if they don't understand something.</p>	<p>PG page 90</p> <p>New Employee Orientation</p>

Orientation Topics	<p>Activity:</p> <p>Role play indicating lack of understanding.</p> <p>Here are some of the topics that will be covered. Discuss these as a class.</p> <ul style="list-style-type: none"> • individual responsibility • Joint Occupational Health and Safety Committee • health and safety rules • correct work procedures • employee orientation • training • workplace inspections • reporting and investigating accidents • emergency procedures • medical and first aid • health and safety • workplace specific items <p>Brainstorm</p> <p>As a new employee, what do you want to know about your new job?</p> <p>List the ideas on the board.</p>	
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<p>Orientation Tours</p>	<p>Read through the New Employee Orientation as a class.</p> <p>Tours</p> <p>Identify workstations, first aid, fire extinguishers, lunchroom, office, exits.</p>	<p>PG page 90</p> <p>New Employee Orientation</p>
<p>Questions to ask about training</p>	<p>Training</p> <p>Brainstorm questions to ask.</p> <p>Emphasize taking responsibility for understanding.</p>	<p>Authentic floor plans of food processing plants</p>
<p>Orientation Manual</p>	<p>Orientation Manual</p> <p>How to read</p> <p>What is important</p> <p>Review table of contents</p> <p>Teach skimming and scanning techniques</p> <p>Implications of signing off that they have understood the manual</p>	<p>Authentic orientation manual</p>

Week Ten

Lesson Two: On The Job Training/Lifelong Learning

Canadian Language Benchmarks

Speaking 5: **Interaction one-on-one:** Ask for and provide information related to routine daily activities

Interaction in a Group: Participate in a small group discussion

Listening 5: **Information:** Demonstrate comprehension of the gist, factual details and some inferred meanings by listening to a descriptive or narrative test

Essential Skills: Oral Communication

Activity	What to do and say	Materials, Supplies, and Trainers' Notes
Guest speaker	<p>As a group have learners prepare questions for the guest speaker. Have them go through their participant's guide and review the topics so they will be ready to discuss them.</p> <p>Review specific questions that they want to ask.</p> <p>If possible have someone from the Food Processing Industry in to speak to the class.</p> <p>The topics they should address are:</p> <ul style="list-style-type: none"> • workplace expectations • orientation procedures • information about their food processing plant <p>Leave time for a question and answer period.</p>	

Week Eleven

Lesson One: Job Search, Getting Employed And Staying Employed

Canadian Language Benchmarks:

Reading 4: **Business/service Texts:** Find information in formatted texts

Informational Texts: Use standard reference texts: maps

Speaking 4: **Information:** Express preference

Essential Skills: **Document Use**

- want ads
- map
- phone book

Activity	What to do and say	Materials, Supplies, and Trainers' Notes
Job Search	<p>Brainstorm</p> <p>How do they usually get a job? What works? Would their previous method help them get a job in the food processing industry?</p> <p>Show newspaper job ads, employment centre ads and ads from Job bank (in PG).</p> <p>Have learners analyze how the documents are organized and what information is given.</p>	<p>Instructor's resource:</p> <p>www.jobbank.gc.ca</p> <p>PG page 93-96</p>

Job Search (cont.)	<p>i.e. name of job, wages, experience or education needed, who to contact, phone number, address, etc.</p> <p>Emphasize that they can expect to find this kind of information on all job ads.</p>	
Employment Ads	<p>Have learners look through the ads and find three jobs they would like to apply for. Provide some ads and have them find some ads in the newspaper on their own.</p> <p>Have them locate the businesses in the phone book and on local map.</p> <p>Have learners report to rest of the group which jobs they are interested in and why. Develop good methods of expressing preference.</p> <p>With the class develop a script for a role play to phone the employment centre. Write the script on the board.</p> <p>Activity:</p> <p>Have learners practice the role play as written and then again by inserting the information about their chosen job ads.</p>	<p>PG page 93-96</p> <p>Employment ads from Job Bank</p> <p>Local map</p> <p>Phone book</p> <p>Newspaper ads</p> <p>Employment centre ads</p>

Week Eleven

Lesson Two: Application Forms, Resumes

Canadian Language Benchmarks:

Writing 4: **Business/service Messages:** Fill out simple forms

Presenting Information: Write a short text about a personal experience

Essential Skills: Document Use

- application forms
- resumes

Activity	What to do and say	Materials, Supplies, and Trainers' Notes
Application Forms	<p>Look at simple application form. Go through all the information it asks for. Have learners fill this out. Explain that this is the same information that all application forms require. The print, look, font, organization of a form might differ but essentially they all want the same information.</p> <p>Show them the application form for Baker Boys. Have them look for the requested information.</p>	<p>Instructor's Resource:</p> <p>www.nextsteps.org</p> <p>PG page 98, 99</p> <p>Application form</p> <p>PG page 100</p>

Application Forms (cont.)	<p>Advise learners to carry a "cheat sheet" with them, if they go to apply for jobs. This should have all their pertinent information on it.</p> <p>Also tell them to always take 2 application forms. They can use the first as a rough copy.</p> <p>Introduce a resume as a different kind of application form. It contains the same information but can be formatted differently.</p>	<p>PG page 101-104</p> <p>Sample Job Application Form</p> <p>PG page 105</p> <p>Sample Resume</p>
Resumes	<p>Have learners put together their own simple resume. They may find this easier if they work in pairs and talk each other through it.</p>	

Week Twelve

Lesson One: Interviews, Final Assessment WELPA

Canadian Language Benchmarks

Speaking 3: **Information:** Express immediate and future needs, wants, plans

Essential Skills: **Oral communication**

Document Use

- Interview Feedback Sheet

Activity	What to do and say	Materials, Supplies, and Trainers' Notes
Interviews	<p>Play Find Someone Who....</p> <p>Go through the interview questions in the PG. Discuss the questions and the best ways to answer them.</p> <p>Have learners think about and prepare their own answers.</p> <p>Model an interview with a learner.</p> <p>Pay attention to body language, tone (formal or informal), eye contact, etc.</p> <p>Pair Activity:</p> <p>Have learners ask each other the interview questions.</p>	<p>PG page 106</p> <p>PG page 107-109</p> <p>Interview Questions</p> <p>www.oalabsupport.com</p> <p>Interview questions</p>

<p>Planning the Completion Ceremony</p>	<p>Small Group Activity:</p> <p>Have an interviewer, an interviewee and one or two observers. The group will conduct a mock interview. The observers will give their feedback using the guidelines on the Interview feedback sheet.</p> <p>Completion ceremony</p> <p>Have class plan the Completion Ceremony for the next class. They should practice their teamwork to plan the menu and the agenda.</p> <p>Have each learner invite someone to come to class with them.</p> <p>Have them choose someone to say a few words, or they could each say something.</p> <p>Outline the ceremony.</p> <p>Speech by instructor.</p> <p>Speech by learner(s).</p> <p>Speech by other attendees (food processor, college person).</p> <p>Presentation of certificates.</p> <p>Informal celebration. Food.</p>	<p>PG page 110</p> <p>Interview feedback sheet</p>
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Week Twelve

Lesson Two: Completion Ceremony

Activity	What to do and say	Materials, Supplies, and Trainers' Notes
Review	Review Spend the first hour reviewing any thing that you feel needs more attention.	
Evaluation	Have learners fill out a class evaluation form.	Evaluation Form pg.112
Completion ceremony	Each learner should feel free to invite a support person (friend or spouse to the ceremony) Speeches by the instructor by the learner(s) by other attendees if applicable Present each learner with a certificate of completion. Have an informal celebration.	Certificates of completion Cake, food

Resources

**Canadian Language Benchmarks
2000: English As A Second
Language - For Adults**
Centre for Canadian Language
Benchmarks
www.language.ca

200 Elgin Street, Suite 703
Ottawa, Ontario K2P 1L5
Telephone: (613) 230-7729
Fax: (613) 230-9305
E-mail: info@language.ca

**Canadian Language Benchmarks
2000: ESL for Literacy Learners**
Centre for Canadian Language
Benchmarks
www.language.ca

200 Elgin Street, Suite 703
Ottawa, Ontario K2P 1L5
Telephone: (613) 230-7729
Fax: (613) 230-9305
E-mail: info@language.ca

**ERPAC (ESL Resource Package
for Alberta Communities)**
Bow Valley College
332 6 Avenue SE
Calgary Alberta T2G 4S6
Phone: (403) 410-3411
email:
mwebster@bowvalleycollege.ca
www.bowvalleycollege.ca

**Needs Assessment Tool for ESL
Programming**
NorQuest College
10215 108th St.
Edmonton, Alberta
T5J 1L6
(780) 422-2020
www.norquest.ab.ca
or Community Learning Network
www.bowvalleycollege.ca

**The Winning Label
Bow Valley College
Book Store**
332 6 Avenue SE
Calgary Alberta T2G 4S6
Phone: (403) 410-1400
email: info@bowvalleycollege.ca
www.bowvalleycollege.ca

**Frontline HACCP: Training
Materials for Production
Workers**
Alberta Food Processors
Association
403 - 201-2513
www.afpa.com

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National Occupation Standards

[http://www23.hrdc-](http://www23.hrdc-drhc.gc.ca/2001/e/generic/nocse)

[drhc.gc.ca/2001/e/generic/nocse](http://www23.hrdc-drhc.gc.ca/2001/e/generic/nocse)
[arch.asp](http://www23.hrdc-drhc.gc.ca/2001/e/generic/nocse)

All About Work

www.nhlink.net/employe/inter.htm

**Towes (Test of Workplace
Essential Skills)**

www.towes.com

source of workplace pamphlets

www.alis.gov.ab.ca/pdf/cshop/xtremesafety.pdf

Essential Skills Profiles

<http://www15.hrdc-drhc.gc.ca/>

www.worksafely.org

Appendix



Essential Skills Profile:
Labourer
(Food Processing Facility)
NOC 9617

This profile was developed as part of **Adding Skills, Adding Value: The Needs Assessment of Essential Skills for Alberta's Food Processing Industry** conducted by the Alberta Workforce Essential Skills Committee with funding from the National Literacy Secretariat and Alberta Learning. It is based on four interviews with Export/Import Clerks employed in food processing plants in Alberta. It was validated by a panel of occupational representatives in November, 1999. This process has been used only in Alberta and has not been applied nationally.

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Introduction

Labourers in this unit group perform material handling, cleanup, packaging and other elemental activities related to food and beverage processing. They are employed in fruit and vegetable processing plants, dairies, flour mills, bakeries, sugar refineries, meat plants, breweries and manufacturers of specialty foods like pizza or snack foods. This profile is based on four interviews in Alberta processing facilities, including a dairy, a meat processor, a specialty foods manufacturer and a crop-based processing plant. The job tasks, level of responsibility and required skills for labourers vary considerably from one sector to another and one worksite to another.

The most important Essential Skills for labourers are:

- document use
- numeracy.
- problem solving.
- job task planning and organizing.

A. Reading Text

The typical text reading tasks of labourers are at Complexity Levels 1 and 2. Their most complex text reading tasks are at Complexity Levels 2 to 3.

Examples

Labourers:

- read notes from co-workers with directions for tasks to be performed on the next shift. (1)
- read memos posted on the bulletin board concerning changes in policies, changes in scheduling or dates of meetings, such as staff meetings. (frequently) (2)
- read instructions for operating equipment. (2)
- may read company procedures. (occasionally) (2)
- may read catalogues for information on new products and processes. (2)
- may refer to manuals such as the forklift manual or the dangerous goods manual. (3)

Reading Profile				
	Purpose for Reading			
Type of Text	To <u>scan</u> for specific information/To <u>locate</u> information.	To <u>skim</u> for overall meaning, to get the 'gist'.	To <u>read</u> the full text to understand or to learn.	To <u>read</u> the full text to critique or to evaluate.
Forms	«			
Labels	«			
Notes, Letters, Memos	«	«	«	
Manuals, Specifications, Regulations	«	«	«	
Reports, Books, Journals			«	

B. Use of Documents

The typical document reading tasks of labourers are at Complexity Levels 1 and 2. Their most complex document reading tasks are at Complexity Level 2.

Examples

Labourers:

- read labels on supplies such as ingredients and chemicals. (daily) (1)
- refer to pictures, such as illustrations showing cuts of meat. (occasionally) (1)
- refer to shift schedules and work orders. (frequently) (2)
- read shipping and receiving forms and packing slips. (daily) (2)
- refer to production charts. (2)
- read assembly drawings for machines, such as butter churns. (2)

Other Document Use Tasks

Labourers:

- enter numerical information about processes into operators' reports.
- complete forms such as tally sheets to document information on different products.
- complete invoices.
- write changes on worksheets, such as recording the substitution of materials. (occasionally)

Document Use Profile

Labourers:

- read signs, labels or lists.
- complete forms by marking check boxes, recording numerical information or entering words, phrases or sentences.
- read completed forms containing check boxes, numerical entries, phrases, addresses or sentences.
- read tables, schedules or other table-like text.
- enter information on tables, schedules or other table-like text.

C. Writing

The typical writing tasks of labourers are at Complexity Level 1. Their most complex writing tasks are at Complexity Levels 1 and 2.

Examples

Labourers:

- make log book entries to record tasks completed. (daily) (1)
- write notes to co-workers to document problems, such as a machine breakdown and write notes to mechanics describing the circumstances of the breakdown. (1)
- write memos to managers to order equipment and give reasons why it is needed. (occasionally) (2)

Writing Profile							
	Purpose for Writing						
Length	To organize/to remember	To keep a record/to document	To inform/to request information	To persuade/to justify a request	To present an analysis or comparison	To present an evaluation or critique	To entertain
Texts requiring less than one paragraph of new text	«	«	«	«			
Texts rarely requiring more than one paragraph		«	«				
Longer texts							

D. Numeracy

The numeracy tasks of labourers involve:

- measurement and calculation math at Complexity Levels 1 to 2.

They also perform tasks involving:

- numerical estimation at Complexity Level 1.

Examples

Labourers may:

- read, count and record numbers. For example, a labourer may read a picking slip and count out the number of products indicated on the form. (measurement and calculation) (1)
- weigh containers full of products to ensure they meet packaging weight standards. (measurement and calculation) (1)
- weigh ingredients for recipes. (measurement and calculation) (1)
- calculate the difference between two numbers, as in determining the number of units in an order that are over or under the required amount. (measurement and calculation) (1)
- calculate quantities or volumes with given amounts or sets of amounts. For example, labourers may multiply the number of units in a case times the number of cases to determine the total number of units in a load, or determine the number of cases required by

dividing the total order by the number of units that fit in each case. (measurement and calculation) (2)

- may calculate and measure the amount of an ingredient to add to a product. For example, if game sausage is to contain 30% pork, they may need to calculate 30% of the total and measure the required amount of pork. (measurement and calculation math) (2)
- estimate the amount of product in a bin to determine the time it will take to empty out. (numerical estimation) (1)
- estimate the amount of time it will take to complete a certain task. (numerical estimation) (1)

Math Skills Profile

a. Mathematical Foundations Used

	Labourers:
<u>Number Concepts</u>	
Whole Numbers	read and write, count, round off, add or subtract, multiply or divide whole numbers. For example, writing numeric product codes; reviewing quantities on customer order sheets; or using division to calculate how many pieces can be cut from stock material.
Integers	read and write integers. For example, recording positive and negative temperatures and calculating temperature change.
Rational Numbers - Fractions	read and write, add or subtract fractions. For example, recording use of a bag of ingredients.
Rational Numbers - Decimals	read and write, round off, add or subtract decimals. For example, rounding off weight measurements from three decimal points to one decimal, such as recording 16.653 kilograms as 16.7 kilograms.
Numbers - Percent	read and write percents, calculate a percent of a number. For example, mixing a product, such as a 30% pork addition to sausage; or calculating a 5% shrinkage on dog food.
<u>Patterns and Relationships</u>	
Use of Rate, Ratio and Proportion	use a rate showing comparison between two quantities with different units, use a ratio showing comparison between two quantities with the same units, use a proportion showing comparison between two ratios or rates in order to solve problems. For example, using a ratio of 20 kg. of salt to 1.5 cu. ft. of water.
<u>Shape and Spatial Sense</u>	
Measurement Conversions	perform measurement conversions. For example, converting the weights of raw materials from pounds to kilograms.
See Use of Documents for information on:	- using tables, schedules or other table-like text. - using graphical presentations.

b. How Calculations Are Performed

Labourers make calculations:

- in their head.
- using a pen and paper.
- using a calculator.

c. Measurement Instruments Used

Labourers measure:

- time - using a clock, watch or timer.
- weight or mass - using a scale.
- temperature - using a thermometer or temperature gauge.
- pressure - using a pressure gauge.

They use:

- the metric measurement system.
- the imperial measurement system.

E. Oral Communication

The typical oral communication tasks of labourers are at Complexity Levels 1 to 2. Their most complex oral communication tasks are at Complexity Levels 1 to 3.

Examples

Labourers:

- may talk to truck drivers and railroad workers to get information or arrange for pickups. (1)
- may talk to maintenance workers to report a breakdown and the circumstances surrounding the breakdown. (1)
- interact with co-workers to exchange information and to co-ordinate work. (daily) (2)
- interact with supervisors to receive work orders and to discuss conflicts. (frequently) (2)
- may talk with customers to take orders or to answer questions about products and shipping. (2)
- may communicate with suppliers to get more information about their products. (2)

- may participate in staff meetings to discuss improvements in processes. (2)
- communicate with co-workers regarding safety issues such as methods for extinguishing fires or evacuation procedures. (3)

Modes of Communication Used

Labourers communicate:

- in person.
- using the telephone.
- using a two-way radio or other such means

Environmental Factors Impacting Communication

Labourers may work in noisy environments in which the sound of running machinery or forklifts impedes communication. They may wear earplugs or ear muffs, which further limit communication.

Oral Communication Profile

Purpose for Oral Communication											
To greet	To take messages	To provide/receive information, explanation, direction	To seek, obtain information	To co-ordinate work with that of others	To reassure, comfort	To discuss (exchange information, opinions)	To persuade	To facilitate, animate	To instruct, instill understanding, knowledge	To negotiate, resolve conflict	To entertain
		<<									
		<<	<<	<<		<<					
		<<		<<							
		<<	<<	<<		<<					

Interact with customers/ clients/ public	«		«									
Interact with suppliers, servicers			«	«								
Participate in group discussion			«	«	«		«					
Present information to a small group												
Present information to a large group												

F. Thinking Skills

1. Problem Solving

The typical problem solving tasks of labourers are at Complexity Levels 1 and 2. Their most complex problem solving tasks are at Complexity Levels 1 to 2.

Examples

Labourers may:

- have to cope with improper labeling on bags of products which have just been packaged. They remove the faulty bags from the line and send them for relabeling. (1)
- find that there is a shortage of containers into which to put the finished product. They try to locate and wash more tubs. (2)
- find that equipment such as the butter churn, breaks down. They try to locate and fix the problem. If they cannot do this they call maintenance. (2)
- find that the conveyor belt shuts down. They look for the source of the problem, such as broken parts or the accidental tripping of a switch. If the belt cannot be immediately restarted, they deal with products manually until repairs have been completed. (2)
- realize that a product is not up to standard. They meet with operators and production managers to determine how the problem can be corrected. (2)

2. Decision Making

The typical decision making tasks of labourers are at Complexity Levels 1 and 2. Their most complex decision making tasks are at Complexity Levels 1 to 2.

Examples

Labourers may:

- decide where to store items and when to begin clean up tasks. (1)
- decide when to shut down machines which are not operating properly. (2)
- decide when to get additional materials to the production area. This decision is important since a bad decision can lead to production slowdowns because of lack of stock. (2)

3. Job Task Planning and Organizing

Labourers plan and organize their job tasks at Complexity Level 2.

Description

Labourers follow priorities set by supervisors and sequence their tasks within that framework. Their tasks are generally repetitive. Disruptions may occur, such as the introduction of rush orders which cause their tasks to be reprioritized. Job task planning and organizing is often affected by factors outside the worker's control. For example, a labourer in a meat packing plant must plan the day according to the number of animals that are delivered. On days of heavy volume, such as hunting season, it is important for them to be well organized so that customers' orders are not mixed up.

4. Significant Use of Memory

Examples

Labourers may:

- remember the processing time and temperature for a range of different products.
- remember measurements for a brief period of time until they can be recorded in logs.
- remember operating procedures for machines.
- remember weight minimum and maximum weight specifications for products.

- remember colour coding for products and codes for computerized equipment, such as weigh scales.
- memorize regulations, such as cleanliness regulations.

5. Finding Information

The tasks of labourers that involve finding information are at Complexity Levels 1 and 2.

Examples

Labourers:

- contact managers and quality control workers to obtain information about process improvements. (1)
- refer to the index of catalogues to find information on products. (2)
- look at product specifications books to get information on changes that have been made to manufacturing and product specifications. (2)

G. Working with Others

Labourers mainly work independently. They sometimes work with partners to carry out tasks that require co-operation, such as lifting heavy bags or tubs. They are part of a larger team that includes operators and managers.

Participation in Supervisory or Leadership Activities

Labourers

- participate in formal discussions about work processes or product improvement.
- have opportunities to make suggestions on improving work processes.
- inform other workers or demonstrate to them how tasks are performed.
- orient new employees.
- assign routine tasks to other workers.

H. Computer Use

The computer use tasks of labourers are at Complexity Level 1.

Computer Use Profile

Labourers:

- use computerized equipment, such as weigh scales or labeling machines. They may also use computer controlled equipment to monitor processes, such as temperature settings.

I. Continuous Learning

Labourers learn continuously on the job. They may take training in first aid, HACCP, Fire Safety, Evacuation Procedures, and in the Workplace Hazardous Materials Information System (WHMIS). They take part in in-house training sessions to learn about new products or processes. They may also upgrade their knowledge through reading magazines related to their occupation or industry.

How the Learning Occurs

Learning may be acquired:

- as part of regular work activity.
- from co-workers.
- through training offered in the workplace.
- through reading or other forms of self-study
- at work
- using materials available through work
- through off-site training
- during working hours at no cost to the worker.

J. Other Information

In addition to collecting information for this Essential Skills Profile, our interviews with job incumbents also asked about the following topics.

1. Physical Aspects

The labourers interviewed mentioned these physical aspects of their jobs:

Body Position

Labourers stand or sit at work stations to perform their tasks. They often walk to other parts of the factory or facility.

Limb Co-ordination

Labourers use upper limb co-ordination to perform tasks such as stirring mixtures or lifting bags. They use multiple limb co-ordination to operate forklifts. Eye-hand co-ordination is needed for the meat slicers and tenderizers. Eye-hand-foot co-ordination is needed for many tasks such as strapping boxes.

Strength

Labourers lift and move heavy items such as cartons of products, bags of garbage, or tubs of fill.

Sensory

Labourers may need excellent eyesight to detect minute faults in products or to see far down the conveyor belt to trouble-shoot. They may use their hearing to identify changes in pitch which may indicate machinery is about to break down.

2. Attitudes

The labourers interviewed felt that labourers in food and beverage processing should be alert, patient and attentive to detail. They should be able to carry out repetitive tasks with a positive attitude and be able to adapt to working in areas that are extremely hot or cold.

3. Future Trends Affecting Essential Skills

The introduction of more sophisticated computerized equipment will lead labourers in food and beverage processing to upgrade their computer skills. The introduction of ISO 9000 and HACCP and the greater regulation of safety and environmental practices in workplaces will likely mean that these workers will need to hone their textual reading, document use and writing skills.

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