

# SAFEDOC

## MANUFACTURING TECHNOLOGY



### SAFE ACTIVITY FOUNDATIONS IN EDUCATION DOCUMENT

Revision May 2013, Revision July 2022

TMJ20 Manufacturing Technology: Open  
TMJ3E/4E Manufacturing Technology: Open  
TMJ3C/4C Manufacturing Technology: TMJ3 Prerequisite  
TMJ3M/4M Manufacturing Technology: TMJ4 Prerequisite

TMM3M Manufacturing Engineering Technology: Mechanical Engineering  
TMR3M Manufacturing Engineering Technology: Robotics and Control Systems  
TMC3C Manufacturing Technology: Computer Aided Manufacturing  
TMI3C Manufacturing Technology: Industrial Maintenance  
TMP3C Manufacturing Technology: Precision Machining  
TMT3C Manufacturing Technology: Robotics and Control Technician  
TMY3C Manufacturing Technology: Welding Technician  
TMO3E Manufacturing Technology: Machine Operator  
TMS3E Manufacturing Technology: Sheet Metal  
TMW3E Manufacturing Technology: Welding  
TMM4M Manufacturing Engineering Technology: Mechanical Engineering  
TMR4M Manufacturing Engineering Technology: Robotics and Control Systems  
TMC4C Manufacturing Technology: Computer Aided Manufacturing  
TMI4C Manufacturing Technology: Industrial Maintenance  
TMP4C Manufacturing Technology: Precision Machining  
TMT4C Manufacturing Technology: Robotics and Control Technician  
TMY4C Manufacturing Technology: Welding Technician  
TMO4E Manufacturing Technology: Machine Operator  
TMS4E Manufacturing Technology: Sheet Metal  
TMW4E Manufacturing Technology: Welding



This resource was produced by the Ontario Council for Technological Education (OCTE) in support by the Ministry of Education. It may be used in its entirety, in part, or adapted.

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## Disclaimer

This material was designed to assist teachers implement the Ontario Curriculum – Technological Education (revised Grade 9 -12), but is fully adaptable to the Ontario Curriculum Grade 1 – 8 Science and Technology curriculum. This material was created by members of the Ontario Council for Technology Education (OCTE) subject association and is intended as a working guide for classroom, lab or shop activities. Permission is given to reproduce these materials for any purpose except profit. Teachers are encouraged to amend, revise, edit and adapt this material for educational purposes. Please acknowledge the source in all uses. Any references in this document to particular commercial resources, materials or equipment reflect only the opinions of the writers of this material, and do not reflect any official endorsement by the Ontario Council for Technology Education, the Ontario Ministry of Education, or any other agency or government body.

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**SECTION 1: GENERAL****Safe Activity Foundation in Education (SAFEdoc):  
Manufacturing**

This **SAFEdoc** was designed to provide safety information, posters, safety passports, and safety resources for all technology educators. While originally developed as a resource for the Course Profiles, it is available for any grade level or any technology education environment.

In 2013 another resource called the safetyNET was created by OCTE with many subject-specific examples of exciting student projects that incorporate varying levels of safety risk. Please review exemplar [TMJ safetyNET](#) resource documents created 'by teachers for teachers' with experienced tips and customization options for your course projects.

The **SAFEdoc** has been created for eleven separate disciplines per Ontario Ministry Courses:

Communications, (COM)	Hospitality and Tourism (HOST)
Computer Engineering Technology (CET)	Manufacturing (MANU)
Construction, Custom Woodworking (CONS)	Technological Design (DESIGN)
Green Industries (GREEN)	Transportation (TRANS)
Hairstyling and Aesthetics (H&A)	Exploring Technologies (EXPL)
Health Care (HC)	

Please note that due to the cross-curricular nature of Technological Education, there may be a need to refer to other **SAFEdocs** for cross-discipline data sheets. For example, a Health Care teacher may need to utilize food production and handling equipment, therefore may need to refer to the HOST **SAFEdoc**. Teachers are encouraged to download ALL **SAFEdocs** for reference.

Teachers are encouraged to add to this **SAFEdoc** with data sheets, tests or other materials on an ongoing basis. Additions or revisions to this document will be posted on the **Ontario Council for Technology Education (OCTE)** website (<http://www.octe.ca>) periodically.

This document is a practical safety resource that compliments and elaborates on other recommended resources for technical teachers. See the appendix for linking information such as the **Young Workers Awareness Program**, and industry associations dedicated to safe working practices.

It is imperative that all students are made aware of the issues of health and safety particular to your class, and that you have assessed and evaluated their understanding before they are allowed to work in a shop environment or on specific procedures or tools. The use of Safety Passports, Safety Agreements, and Safety Tests (provided in this document) is highly recommended.

**NOTE:** While it is important to give students initial safety training and testing at the beginning of the semester, it is also important to practice **JIT Safety Training (Just In Time)**. Reinforce specific safety procedures and rules each day before initiating new procedures or using equipment. For example, before students use a bandsaw, review the setup and ask key questions of students before allowing its use.

## Usage of the SAFEdocs

Teachers are encouraged to use and modify this document as they see fit. Individual pages may be directly printed, or custom formatting may be applied for printing any part of the document. **General Guidelines** may be used in Board or school policy documents. **Safety Guidelines** may be used as student handouts, as a teacher reference for tests, or printed and mounted as posters around equipment.

The **SAFEdoc** also contains sample **Safety Passports**. These can be used as verification that students have been trained and understand the safety aspects of each equipment or procedure they need to use to accomplish their tasks. There are several formats that may be used. Teachers are encouraged to keep consistent records at all times.

It is important that teachers are knowledgeable about their own Board and school policies regarding safety, and that they are familiar with local municipal regulations.

## Responsibilities for Safety

*[from the Ontario Ministry of Education, The Ontario Curriculum (Revised)2009, Technological Education, Grades 9 and 10 (page 28); Grade 11 and 12(page 33)]*

Health and safety is of paramount importance in technological education. In every course, students must be made aware that health and safety is everyone's responsibility at home, at school, and in the workplace. Before using any piece of equipment or any tool, students must be able to demonstrate knowledge of how the equipment or tool works and of the procedures they must follow to ensure its safe use. Personal protective gear must be worn as required.

Classroom practice and all aspects of the learning environment must comply with relevant municipal, provincial, or federal health and safety legislation, including the following:

- the [Ontario Workplace Safety and Insurance Act](#)
- the [Workplace Hazardous Materials Information System \(WHMIS2015\)](#)
- the [Food and Drugs Act](#)
- the [Ontario Health Protection and Promotion Act](#)
- the [Ontario Building Code](#)
- the [Occupational Health and Safety Act](#)
- local by-laws

Teachers should make use of all available and relevant resources to make students sufficiently aware of the importance of health and safety. These resources include:

- Ministry of Labour, Immigration, Training and Skill Development – website (<http://www.labour.gov.on.ca/english/>) and related resources



- Young Workers Awareness – website (<https://www.labour.gov.on.ca/english/atwork/youngworkers.php>) and related resources
- Workplace Safety and Insurance Board (WSIB) – website (<http://www.wsib.ca/>) and related resources
- Workplace Safety and Prevention Services (WSPS) – website (<https://www.wsps.ca/Home.aspx>) and related resources
- Canadian Centre for Occupational Health and Safety (CCOHS) – website (<http://www.ccohs.ca/>) and related resources
- Ontario Ministry of Health – website (<https://www.ontario.ca/page/ministry-health>) and related resources
- Appropriate Safe Workplace Associations (SWAs) and clinics, such as:
  - the Infrastructure Health & Safety Association of Ontario (IHSOA) – website (<https://www.ihsa.ca/Homepage.aspx>)
  - the Workers Health & Safety Centre (WHSC) – website (<http://www.whsc.on.ca/>)
  - the Occupational Health Clinics for Ontario Workers (OHCOW) – website (<http://www.ohcow.on.ca/>)

Teachers should also be aware of the Occupational Health and Safety Act, Regulations 857, Amended to O. Reg. 352/91. The Occupational Health and Safety Act can be found at:

[http://www.e-laws.gov.on.ca/html/reg/english/elaws\\_regs\\_900857\\_e.htm](http://www.e-laws.gov.on.ca/html/reg/english/elaws_regs_900857_e.htm)



## Delegating the Responsibilities for Safety

As well, there are key areas of responsibility that must be clearly delegated for all technological subject areas and they must be addressed for their individual board, school and facility.

These may include administration, department heads, technology teachers, students, board facilities, custodian/maintenance and other local partners or board-defined roles.

\* An original source of this delegation example has been adapted from the Toronto District School Board – Experiential Learning Department – Technological Education ‘Front Matter’ for the purposes of the SAFEdoc revision 2013. Please note that this section is not original to the SAFEdoc writers but is a result of collaboration between the TDSB and OCTE. This in no way refers to any responsibility to the TDSB for this information, and has been provided as a guideline reference only.

### Administration

The responsibility rests with the Principal or his or her designate to ensure that each Technological Education Teacher has received the information and instruction on the safe use of equipment in the classroom.

In order to achieve safety goals, the School Board, Superintendents and Principals should:

- establish and maintain a written Board safety policy and program
- emphasize and enforce the safety policy and procedures
- ensure that each Teacher has been satisfactorily trained on the use of equipment within the classroom
- ensure in-service education sessions are held for Teachers concerning the safety policy and procedures therein, such as machine guarding, lock-out, fire prevention, first aid, personal protective equipment
- be aware of current legal issues about liability for classroom accidents; ensure that such is part of in-service sessions for staff
- assist and encourage the teacher to correct and avoid situations that could result in liability to the Teacher and the school
- provide for proper safety equipment in all technology areas
- hold staff accountable for safety practices in their respective areas
- analyze accident records in order to determine the most frequent causes of accidents and the more severe types of accidents
- take corrective measures to change accident-causing conditions
- ensure that staff health and safety training and information is current
- make safety literature, posters, and safety promotional material available to all persons associated with the technology program

- set up a program for the safety orientation for new staff
- ensure that all Occasional Teachers working in the Technology areas are informed about and understand the standard accident and emergency procedures
- not permitting the overcrowding of classes, taking into account the physical size of a room, the arrangement of the equipment, furniture and facilities in the room, and the kind of activities that are being carried out in the room
- ensure that the use of space has not changed unless changes have been designed by a qualified architect or engineer
- at the beginning of the year/semester, make the Technological Education Teacher aware of any student medical condition that could result in a safety problem
- ensure that individuals are designated to be responsible for safety in the Technology Department
- limit after-hours access to the Technological Education facilities and equipment to qualified personnel

## Department Heads / Curriculum Chairs/Program Leaders

The Department Head is the intermediary between the individual Teacher and Administration. Each Department Head is accountable to his or her Principal to ensure input into the administrative process and enforcement of both the *Occupational Health and Safety Act* and Board policies.

The Department Head should:

- ensure that each Technology area has a floor plan posted in a strategic place to show the locations of items such as:
  - fire extinguishers
  - school Defibrillator
  - posted emergency phone numbers
  - fire blankets
  - emergency power stop buttons
  - emergency kit
  - eyewash station(s)
  - emergency exits
  - special shut-off valves (gas, etc.)
  - nearest fire pull station
- ensure that a first-aid kit is available in each Technology area
- ensure there is Personal Protective Equipment (PPE) available for Technology staff
- ensure implementation and understanding of the safety policies and procedures. This includes developing specific departmental safety procedures or rules for specific areas.

- ensure a designated Teacher is responsible for specific areas of safety in his or her specific areas
- inform the Principal when the physical condition or other factors in the classroom may detrimentally affect safe instruction
- when a program is disbanded, ensure equipment is locked-out and room is not accessible (rekeyed)
- inform the Principal, in writing, of any known or potential safety hazard
- encourage the use of safety posters, literature, and audiovisual aids
- advise the Technological Education staff to ensure that all student projects are able to be completed with safety guards in place. Keep safety guard and anti-kickback devices in position, if possible. Use approved alternate safety devices where appropriate.
- advise Teachers to ensure that safety guards are placed back immediately when process is finished
- where applicable, ensure that there is an appropriate spill kit and spill procedure present
- develop, implement, and post a standard accident emergency procedure in each Technology area
- ensure that current inventories of Material Safety Data Sheets (SDSs) are maintained
- ensure that no unapproved or unsafe equipment, materials, or procedures are used in the area. Equipment should be purchased through Board-approved vendors.
- advise Technology staff that any equipment deemed not to be safe must be taken out of service immediately, tagged, locked out, and reported to the Principal
- advise the Technological Education staff to ensure that no practical shop work requiring the use of tools shall take place during their absence or when an unqualified Teacher in Technological Education is supervising the class
- advise any certified Occasional Technological Education Teacher working in a specific subject area not to engage in practical work until familiar with the shop environment
- encourage the Technology staff to receive first-aid training
- ensure that all accidents and incidents are recorded and reported on the appropriate forms
- conduct, along with the Health and Safety representative where appropriate, a follow-up analysis of all accidents and incidents
- notify the Chief Custodian, Facility Services of any special needs or deficiencies in the area
- review, at least annually, all procedures and rules

## Technology Teacher

In order to provide a safe environment for students involved in any Technological Education course, the following procedures must be adhered to:

Teachers must be aware of their Board Safety Documents that outline safety procedures for machinery, tools, equipment, and procedures by completing advised Board Training.

Use of Board Safety Documents is required as the minimum basis for safety instruction. Enhancements and additions to these documents are permitted to meet program needs.

Students must receive instructions on the safe and proper operating procedures for specific machinery and equipment by a qualified Technological Education Teacher before permission is given to use tools, machinery, and equipment. The following excerpt from the Ontario Curriculum document for Technological Education explains this point further:

Teachers are responsible for ensuring the safety of students during technology lab, shop, and classroom activities. Health and safety issues must also be addressed when learning involves cooperative education and other workplace experiences. Teachers need to encourage and motivate students to assume responsibility for their own safety and the safety of others, and they must help students develop the knowledge and skills needed for safe participation in all technology-related activities. For these reasons, teachers must model safe practices at all times and communicate safety expectations to students in accordance with school board policies and procedures, Ministry of Education policies, and Ministry of Labour regulations.

To carry out their responsibilities with regard to safety, it is important not only that teachers have concern for their own safety and that of their students, but also that they have:

- the knowledge necessary to use the materials, tools, and procedures involved in science and technology safely
- the skills needed to perform tasks efficiently and safely

**Note:** Teachers supervising students using power equipment such as drills, sanders, and saws need to have *specialized* training in handling such tools. This specific training requirement applies to listed equipment in all areas of technology education specialization.

Teachers of Technological Education courses must carefully maintain records of student attendance and records of safety instruction given.

Teachers are expected to be able to provide documentation:

1. that the student was present on the date each safety lesson was taught (dated lesson plans, attendance records clear and unambiguous)
2. of the safety lesson that was delivered (e.g., PowerPoint, note taking, signed safety pledge, pre-printed sheets, successful passing on an announced written test that is dated and stored by the teacher, correction of errors completed)
3. that indicates student understanding of the safety lesson (e.g., completed evaluation tool, student notes)

4. of how students are reminded of safe practice throughout the course (e.g., notation in teacher daybook)
5. that the work and learning environments are kept safe, tidy, and in good condition (e.g., photos, focus on machines with guards in place, maintenance records, safety inspections, cleanup procedures, student safety stewards, modeling of best practices), and that the Head Caretaker is informed of any maintenance issues
6. that students' different learning styles and needs are taken into account, both during the delivery of the safety lessons and during any follow-up evaluation (e.g., use of visuals, opportunities to demonstrate understanding orally)
7. that safety procedures are explained using various strategies such as verbal explanation, demonstrations through modeling, and accompanied by both written and pictorial explanations that are posted throughout the work and learning environments
8. those accommodations and, if necessary, modifications are made to the curriculum and included in the Individual Education Plan (IEP) in the event that the student cannot manage all curriculum expectations safely
9. that each student has signed the annual acknowledgment form, stating that he/she has been informed of the safety procedures

## LOCKING OUT AND TAGGING OUT EQUIPMENT

The process for Teachers for locking out and tagging out equipment is as follows:

- If the equipment can be locked out by way of a power switch located on the actual piece of equipment, by use of a padlock, then the Teacher can lock it out.
- If the power cannot be locked out at the equipment, then the Head Caretaker must be notified and the power should be locked out at the panel box.
- Lockout is always required when repairs/adjustments are being performed on any piece of equipment.
- Once the equipment is locked out, it must be "Tagged Out" by attaching an appropriated tag in a conspicuous location, showing the worker's name and reason for lockout, along with the date and time.
- Notify the school Administration and the Head Caretaker once lockout and tag-out have occurred.

## Students

Students demonstrate that they have the knowledge, skills, and habits of mind required for safe participation in Science and Technology activities when they:

- maintain a well-organized and uncluttered workspace
- follow established safety procedures

- identify possible safety concerns and bring this to the attention of the teacher
- suggest and implement appropriate safety procedures
- carefully follow the instructions and example of the Teacher
- consistently show care and concern for their own safety and that of others

## Board Facilities

- Inspect the Technology areas on at least an annual basis with respect to maintenance items such as gas leaks, electrical outlets, safety indicators or signs, ventilation, and any other potential hazards.
- Report the results of the inspection to the principal.
- If work is planned in a Technology area, ensure the Teachers are informed and check for special hazards which may be present.
- Before working in a shop or on any of the shop services, inform the Teacher what will be done, and when the work will be starting and finishing. The classroom Teacher is responsible for ensuring that work area within the room is free from physical and chemical hazards.
- In situations where the hazard cannot be totally removed, specific work procedures must be developed in conjunction with the Teacher and the Health and Safety Officer.

## Custodian / Maintenance

- Daily removal of garbage, scraps, and waste must be organized and coordinated with the Caretaking staff. Note the policies and responsibility related cleaning varies from school board to school board as it relates to collective bargaining, therefore the teacher/department head is encouraged to consult with the head custodian and the school board health and safety officer to determine who is responsible for cleaning of hoppers, dust collectors, filters and ducts.
- Be aware of the hazards in the Technological Education areas.
- Know the hazard warning signs and symbols and proper safety precautions.
- Do not handle unfamiliar materials. Do not handle or move chemicals in the shop.
- In the event of an emergency or concern, know the individuals who should be contacted and how to reach them.
- Know the proper handling and disposal of materials before disposing.
- If the contents of any containers are spilled, the school must adhere to the Spill Procedures. DO NOT TOUCH OR ATTEMPT TO CLEAN UP. Contact the Principal or your supervisor, who will then contact the appropriate person/department.
- Ensure that the Technology shops are secure during non-class hours after school, and at night. This is especially important if the school building is used after school by the community user groups.



## Safety Perspective Overview

### Health and Safety Resources and Curriculum

These resources identify safety rules associated with hazards and processes. They are applicable to a wide range of occupations and situations.

e.g. Occupational Health and Safety Act, 1990, Live Safe! Work Smart!

Based on the Ontario curriculum this resource contains safety lessons for technology subjects

### Classroom Safety Resources

These resources identify safety policies and procedures that ensure the safety of people in schools.

e.g., WHMIS 2015 Training Sessions, Board Safety Policies, **SAFEdocs**- These resources provide a framework for developing safety procedures in school classrooms

It is highly recommended that all teachers complete an **OCTE SafetyNET** template for their individual experience / program / classroom / school / board. This is an excellent starting point for self-reflection and preparation for MOL/MOE inspection.

### Equipment and Hazard-Specific Safety Rules

These resources are Just-in-Time (JIT) safety rules. They are applicable to specific equipment in the facility and may apply to specific hazards associated with a program emphasis.

These rules are developed at the classroom/school level to implement safe work practices. They may be adapted from a variety of sources including equipment manufacturer's manuals. A summary is often posted near equipment.

### Safety Management

The teacher develops these resources. The daily classroom safety routines and policies are based on the above safety resources and applied to each individual facility/classroom. Protocols developed to teach safe behaviour directly should include managing safe work practices and behaviour through demonstration and reinforcement of safe working procedures, establishment of clear safety rules, safety passports, assignments, quizzes, and research.

Again, it is highly recommended that teachers complete a SafetyNET template to review their unique projects and procedures and consider risks as advised by OSBIE, and other professional health and safety partners.

## Safety Topics for the Classroom

The following are suggested topics for teaching in the classroom. See **Appendix A** for available resources pertinent to general safety and particular safety rules and procedures for your subject area. See **Appendix B** for specific resources or links that are associated with Manufacturing Technology. See also your Board, school and relevant municipal policies for local safety rules and procedures.

<b>Emergency Procedures</b>	procedures for handling fire, security threats, and other emergencies
<b>First Aid</b>	procedures for handling breathing difficulties, bleeding, burns, allergic reactions, epileptic seizures, etc.
<b>Hand Washing</b>	Health Canada procedures for hand washing require hand washing for at least twenty (20) seconds.
<b>Personal Protective Equipment</b>	use of eye, hearing, foot, body, respiratory protection
<b>Ergonomics</b>	safe posture when using equipment, avoiding repetitive stress injuries
<b>Material Handling</b>	procedures for safely handling heavy loads, chemicals, potentially hazardous materials
<b>Housekeeping and Storage</b>	procedures and rules regarding maintaining safe facilities and proper storage of materials and equipment
<b>Fire Protection</b>	location and types of fire protection equipment, procedures to follow in the event of a fire or fire alarm
<b>WHMIS 2015</b>	Workplace Hazardous Materials Identification System 2015 governs the identification and safe use of hazardous materials

## Communication

It is important to the safety of all students and staff at a school that safety be taught and reinforced daily. Some basic methods of communication are:

- Safety Notice Board, containing posted minutes from the joint health and safety committee and the Occupational Health and Safety Act (must be posted by law)
- visible WHMIS 2015 binders, symbols and SDS sheets
- readily available manuals for the operation of various types machinery, tools or equipment
- safety posters around major equipment and work areas
- clear and precise instructions, reinforced each time a procedure or equipment is used
- clearly marked areas that contain safety items such as fire extinguishers, eye wash stations, first aid kits, etc.

## Safety Expectations

The following are safety related expectations from The Ontario Curriculum 2009 (Revised) - Technological Education for:

### TMJ2O Manufacturing Technology

#### Grade 10, Open

##### B. MANUFACTURING TECHNOLOGY SKILLS

B3. use hand tools, machine tools, power tools, materials, and equipment safely and correctly in the manufacture of a product;

B3.2 use various hand tools, power tools, machine tools, and related equipment (e.g., saws, grinders, milling machine, engine lathe, welding equipment, vacuum-forming machine) safely and correctly to manufacture a product;

B3.4 demonstrate safe workplace practices and behaviours (e.g., follow instructions, keep work area clean and dry, do not distract other workers) when using materials, tools, and equipment to manufacture a product.

##### D. PROFESSIONAL PRACTICE AND CAREER OPPORTUNITIES

D1. identify and demonstrate compliance with health and safety legislation, standards, and procedures related to the manufacturing industry;

D1.2 identify health and safety roles, responsibilities, and procedures in manufacturing (e.g., concerning choice of equipment and materials, maintenance of equipment, storing of materials and equipment, inspection of facilities and equipment, in-service and training);

D1.3 demonstrate compliance with health and safety standards (e.g., rules, procedures) related to facilities, processes, materials, tools, and equipment (e.g., ensure that correct fire extinguishers and blankets are accessible, appropriate equipment guards are in place, and materials and chemicals are appropriately labeled);

D1.4 demonstrate the safe use of tools and equipment in compliance with safety manuals, instructions, and institutional requirements;

D1.5 use protective clothing and equipment as required to ensure their own

### TMJ3M - Manufacturing Engineering Technology

#### Grade 11, University/College Preparation

##### B. MANUFACTURING TECHNOLOGY SKILLS

B3. demonstrate the safe and appropriate use of tools and equipment in the manufacture of a product or the development of a production process;

B3.3 demonstrate the safe and proper use of appropriate hand tools, machine tools, and equipment (e.g., files, wrenches, hack saws, electric drills, engine lathe, milling machine, planer, jointer, drill press, welder) during a manufacturing process or in the assembly or fabrication of a product

B3.4 demonstrate safe workplace practices and behaviours (e.g., follow instructions, keep the work area clean and dry, don't distract other workers) when using materials, tools, and equipment to manufacture a product.

##### D. PROFESSIONAL PRACTICE AND CAREER OPPORTUNITIES

D1. demonstrate an understanding of and compliance with the health and safety legislation, standards, and practices that are essential to the safe operation of a manufacturing facility;

D1.3 handle materials safely and appropriately in compliance with the information included in the Safety Data Sheets (SDS) from the Workplace Hazardous Materials Information System (WHMIS 2015);

D1.4 demonstrate an understanding of procedures to ensure safe and productive work practices in the manufacturing workplace (e.g., perform safety inspections and audits that include ergonomic considerations related to workshop layout and set-up, material handling, ease of movement, lighting, workstation set-up);

D1.5 demonstrate the safe use of tools and equipment in compliance with safety manuals, instructions, and institutional requirements;

D1.7 use protective clothing and equipment as required to ensure their own and others' safety in the work environment.

## **TMJ3C - Manufacturing Technology**

### **Grade 11, College Preparation**

#### **B. MANUFACTURING TECHNOLOGY SKILLS**

B4. use tools, equipment, and machine processes safely and correctly in the manufacture of a product.

B4.2 use appropriate procedures (e.g., correct machine set-up, operational safety procedures) when setting up, maintaining, using, and storing tools and equipment used in manufacturing and production processes;

#### **D. PROFESSIONAL PRACTICE AND CAREER OPPORTUNITIES**

D1. demonstrate an understanding of and compliance with health and safety legislation, standards, and practices related to the manufacturing industry;

D1.3 handle materials safely and appropriately in compliance with the information included in the Material Safety Data Sheets (SDS) from the Workplace Hazardous Materials Information System (WHMIS2015);

D1.4 demonstrate an understanding of procedures to ensure safe and productive work practices in the manufacturing workplace (e.g., perform safety inspections and audits that include ergonomic considerations related to workshop layout and set-up, material handling, ease of movement, lighting, workstation set-up);

D1.5 demonstrate the safe use of tools and equipment in compliance with safety manuals, instructions, and institutional requirements;

D1.7 use protective clothing and equipment as required to ensure their own and others' safety in the work environment.

## **TMJ3E - Manufacturing Technology**

### **Grade 11, Workplace Preparation**

#### **B. MANUFACTURING TECHNOLOGY SKILLS**

B4. demonstrate a working knowledge of the purpose, characteristics, and safe use of various hand tools, machine tools, power tools, and equipment used in the manufacture of products.

B4.1 demonstrate the correct selection and safe and proper use of hand and power tools and/or equipment (e.g., lathe, mill, drill press, wrenches, tin snips, shears, rivet guns, foot and hand brakes, rollers, bar folds, punching and notching machines; equipment for shielded metal arc welding [SMAW], gas metal arc welding [GMAW], and gas tungsten arc welding [GTAW]; spot welder, plasma cutter, oxy-fuel torch, soldering gun) when manufacturing a product;

#### **D. PROFESSIONAL PRACTICE AND CAREER OPPORTUNITIES**

D1. demonstrate an understanding of and compliance with health and safety legislation, standards, and

practices as they relate to processes, materials, tools, and equipment used in manufacturing;  
D1.3 handle materials safely and appropriately in compliance with the information included in the Safety Data Sheets (SDS) from the Workplace Hazardous Materials Information System (WHMIS2015);  
D1.4 describe health and safety roles, responsibilities and procedures in manufacturing (e.g., concerning choice of equipment and materials, maintenance of equipment, storing of materials and equipment, inspection of facilities and equipment, in-service and training);  
D1.5 demonstrate the safe use of tools and equipment in compliance with safety manuals, instructions, and institutional requirements;  
D1.6 use protective clothing and equipment as required to ensure their own and others' safety in the work environment.

## **TMJ4M - Manufacturing Engineering Technology**

### **Grade 12, University/College Preparation**

#### **B. MANUFACTURING TECHNOLOGY SKILLS**

B3. demonstrate the safe and effective use of tools, equipment, and materials in the production of a product or the development of a production process;  
B3.1 demonstrate the skills required to safely operate machine tools and equipment (e.g., engine lathe, milling machine, drill press; equipment for gas tungsten arc welding [GTAW] and gas metal arc welding [GMAW]) in the assembly or fabrication of a product;  
B3.4 demonstrate the safe and proper use of advanced cutting processes (e.g., plasma, laser, water jet);

#### **D. PROFESSIONAL PRACTICE AND CAREER OPPORTUNITIES**

D1. demonstrate an understanding of and compliance with health and safety legislation, standards, and practices, including methods to address deficiencies, as they relate to the manufacturing industry;  
D1.4 handle materials safely and appropriately in compliance with the information included in the Safety Data Sheets (SDS) from the Workplace Hazardous Materials Information System (WHMIS 2015);  
D1.8 use and maintains protective clothing and equipment as required to ensure their own and others' safety in the work environment.

## **TMJ4C - Manufacturing Technology**

### **Grade 12, College Preparation**

#### **B. MANUFACTURING TECHNOLOGY SKILLS**

B4. use appropriate tools and equipment and a variety of manufacturing processes when planning and manufacturing a product to meet specifications.  
B4.1 demonstrate a working knowledge of the skills required to properly select and safely operate hand tools, machine tools, and equipment (e.g., wrenches, electric drills, grinders, engine lathe, milling machine) when manufacturing a product;

#### **D. PROFESSIONAL PRACTICE AND CAREER OPPORTUNITIES**

D1. demonstrate an understanding of and compliance with health and safety legislation, standards, and practices, including methods to address deficiencies, as they relate to the manufacturing industry;  
D1.2 describe and assess ways to promote safe and productive work practices in the manufacturing workplace (e.g., develop and use a safety checklist for work practices, tools, equipment, and operations; develop and conduct safety audits and inspections of the school manufacturing facility; design a plan to address health and safety deficiencies);  
D1.4 handle materials safely and appropriately in compliance with the information included in the Safety Data Sheets (SDS) from the Workplace Hazardous Materials Information System (WHMIS2015);

## **TMJ4E - Manufacturing Technology**

### **Grade 12, Workplace Preparation**

#### **B. MANUFACTURING TECHNOLOGY SKILLS**

B4. demonstrate the safe and proper use of tools and equipment when producing various projects to meet specifications.

B4.3 adapt machine tools safely to allow for a variety of uses (e.g., grinding, drilling, cutting);

#### **D. PROFESSIONAL PRACTICE AND CAREER OPPORTUNITIES**

D1. demonstrate an understanding of and compliance with health and safety legislation, standards, and practices, including methods to address deficiencies, as they relate to the manufacturing industry;

D1.4 handle materials safely and appropriately in compliance with the information included in the Safety Data Sheets (SDS) from the Workplace Hazardous Materials Information System (WHMIS2015);

D1.6 use and maintains protective clothing and equipment as required to ensure their own and others' safety in the work environment.

## INTERNET ACCEPTABLE USE AGREEMENT FORM

The form below is a sample agreement form that can be used with your board Internet use policy and guidelines.

INTERNET ACCEPTABLE USE AGREEMENT FORM
<p><b>To Students:</b></p> <p>I, the undersigned, indicate by my signature that I have read and understand fully the Acceptable Use Policy and related guidelines. I agree that I will abide at all times to the rules and responsibilities as outlined in the Acceptable Use Policy and related guidelines. I also agree that I clearly understand the consequences of my failure to abide by these rules and regulations.</p>
<p><b>To Parents/Guardians</b></p> <p>As a parent or guardian signing below, I indicate that I understand the rules, regulations and consequences of misuse governing my son or daughter's use of the Board's computer and information technology facilities and resources. I understand that all Board staff will make every attempt to ensure proper and acceptable use in line with relevant policies, laws and regulations. I hereby allow my son or daughter to access the Board's supervised facilities and resources.</p>
<p><b>Student Name:</b></p>
<p><b>Student Signature:</b></p>
<p><b>Date:</b></p>
<p><b>Parent/Guardian Full Name:</b></p>
<p><b>Parent/Guardian Signature</b></p>
<p><b>Date;</b></p>



To be used as an example Only; Please See Board/School Policy

## MANU Student Conduct Agreement

A signed agreement that outlines the student's responsibilities is one way of establishing the seriousness of daily safety vigilance. An agreement covers the elements common to all technology classrooms and labs and lays out the framework for a safe and healthy working environment for both staff and students. An example of an agreement is given below.

### Safety Awareness

#### Personal Protective Equipment [PPE]

1. Wear gloves, safety eyewear, aprons, masks, and other PPE as per instructed when using chemicals, heat, biological materials, hand or powered instruments and tools.
2. Ensure other workers and customers are protected before performing operations that can be dangerous.

#### Lift Support and Movement

1. Move heavy objects only with teacher approval.
2. Use assistance to lift items over 20 kilograms (40 pounds) or 2 meters (six feet) in length
3. Secure and support heavy or long objects on approved shelves.

#### Equipment

1. Operate equipment, chemicals or tools only after receiving proper instruction and permission from the teacher.
2. Never leave equipment, chemicals or tools unattended.
3. Do not attempt to repair any electrical connections, see your instructor.
4. Remove from service any equipment or tools that need repairing.

#### Storage and Handling of Chemical Substances

1. Understand and follow WHMIS 2015, and SDS instructions before handling chemical substances.
2. Secure all flammable chemicals and corrosives in approved cabinets.
3. Maintain good housekeeping practices when dealing with chemical substances.
4. Be responsible for cleaning up your workstation, tools and work area.
5. Sort recyclable liquids and solids and biological materials into approved storage containers.

## STUDENT CONDUCT AGREEMENT

A signed agreement that outlines the student's responsibilities is one way of establishing the seriousness of daily safety vigilance. An agreement covers the elements common to all technology classrooms and labs and lays out the framework for a safe and healthy working environment for both staff and students. An example of an agreement is given below.

STUDENT CONDUCT AGREEMENT FORM	
I, _____	agree to:
<b>Ensure a safe workplace</b>	
<ol style="list-style-type: none"><li>1. Inform teachers of all injuries, damaged equipment and potentially dangerous situations.</li><li>2. Make sure I know all fire exits and power shutdown switches and how to use them during emergency situations.</li><li>3. Not compromise the safety of others through horseplay or aggressive action.</li><li>4. Only use equipment when properly trained, always with any necessary personal protective equipment, and when I fully understand all related safety issues.</li><li>5. Ask for assistance from the teacher when I am unsure of the proper procedures or health and safety issues.</li></ol>	
<b>Prescribed and Non-prescribed Medications</b>	
<ol style="list-style-type: none"><li>1. Report any use of prescription medications and inform teachers of any possible side effects of the medication [e.g. penicillin, phenobarbital].</li><li>2. Report any use of non-prescription medication and any possible side effects of the medication [e.g. Reactine, Benadryl, cough syrups].</li><li>3. Never enter a shop or lab carrying, or under the influence of illegal substances.</li></ol>	
<b>Consequences for Improper Action</b>	
I understand that failure to comply with this agreement may result in injury to myself or others, and that failing to comply with safety procedures may result in my temporary removal from the class or shop.	
<b>I have read the above and understand the expectations and consequences.</b>	
Student signature:	_____
Parents signature:	_____
Date:	_____

## SECTION 2: SAFETY INFORMATION SHEETS

### SECTION OVERVIEW

This section contains Safety Data Sheets (**listed in alphabetical order**) that can be used as:

- Student handouts
- Safety posters (can be mounted in and around specific equipment or bulletin boards)
- Teacher notes in project binders, safety binders or assessment plans
- Information that can support lesson plans

**Safety Data Sheets** contain information specific to various common tools and procedures. Before using them, ensure they accurately describe your own particular facilities and equipment, and that they align with specific manufacturer's safety instructions.

#### NOTE:

All materials within this document are to be considered as suggestions and recommendations only. These are not legal documents and are not to be considered as legal requirements or as official policy. OCTE or the individual contributors makes no claim to the accuracy or the completeness of the enclosed documents and accepts no responsibility for any damages pertaining to their use. Users of this document should not assume all warnings and precautionary measures are contained herein, that additional information or measures are not required, or that local by-laws, regulations, or Board policies are explicitly included.

Please see specific equipment manuals for further safety information, as well as local, Board and school policies and regulations. Please review exemplar TMJ OCTE lab Safety NET resource documents for experienced teacher tips and customization options for your course projects.

# Air Compressor

1. Wear Personal Protective Equipment (PPE) such as safety glasses, safety goggles, face shields, gloves and proper clothing as appropriate.
2. Do not operate machines and equipment without the instructor's permission.
3. Know the purpose of each tool you use and use each for the specific task it was designed to do.
4. Never use any tool - hand or power tool unless you are trained to do so and are familiar with its use.
5. Always use the carrying handle to transport the compressor.
6. Always leave sufficient space (at least 5 meters) between the compressor and the work area in particular, when using tools for spraying liquids.
7. The compressor must be placed on a stable surface.
8. Never clean the machine with liquids or solvents when cleaning. Disconnect the machine from the electricity supply by removing the plug and use a damp cloth only.
9. The compressor is designed for air compression only and must never be used for any other type of gas.
10. Never direct the jet of air towards persons or animals or your body.
11. When using compressed air, you must know and comply with the safety precautions to be adopted for the single applications (inflating, pneumatic tools, painting, washing with water-based detergents only, etc.).
12. Always reference the owner's manual before operating and servicing equipment.

**AT ALL TIMES – IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**

# Arbor Press

1. Wear **EYE PROTECTION AND OTHER PERSONAL PROTECTIVE EQUIPMENT** when using a press.
2. Mount all work to be pressed squarely.
3. Choose the appropriate opening for the shaft size to slide through.
4. Apply pressure in a steady manner; do not hammer down with the handle.
5. Oil the shaft and bearing while applying pressure.
6. Maintain pressure until the bearing is seated or disengaged.
7. If you are pressing out a bearing you should be aware that the shaft may fall to the floor, so watch where your feet are placed.
8. If the bearing doesn't move, make the teacher aware of the problem. Heat may be applied to the bearing under supervision.
9. Be aware that if you force too hard you will strain yourself or you may overtax the equipment and it may fail. This may result in the equipment breaking or the bearing flying apart resulting in injury. Injury could result from equipment failure.
10. Always reference the owner's manual before operating and servicing equipment.

**AT ALL TIMES – IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**

# Arc/MIG/TIG Welding

1. **PROTECT YOUR SKIN** by wearing leather or flame-resistant canvas coat and gloves. **PROTECT YOUR HEAD AND EYES** by wearing an approved welding helmet equipped with a minimum shade 10 lens and protective cover glass. Observers must wear **EYE PROTECTION** (as above).
2. **STUDENTS WEARING CONTACT LENSES MUST NOT USE AN ELECTRIC WELDER** or be exposed to its arc.
3. All welding equipment must be in good operating condition. Never use damaged equipment.
4. **NEVER STRIKE AN ARC** unless you and onlookers have protective lenses in place.
5. Always place a suitable barrier around the work area to protect others from arc radiation. Use shaded screens (shade 8 minimum) when possible. Be aware of others at all times when welding. Notify others that you are about to weld. This is very important if you are not in a protected welding booth.
6. When welding the area must be free of water and your footwear dry.
7. Ensure all connectors are fastened securely.
8. Ensure the ventilation system is turned on and working.
9. Complete a "Hot Work Permit" and check for flammable substances before beginning to weld & **DO NOT** weld pressurized containers
10. Check for flammable substances before beginning to weld.
11. Always clamp ground cable to your work piece. Be aware of any bearings installed on the work piece.
12. Take breaks to help relieve arm fatigue.
13. Always pick up hot pieces using tongs or pliers.
14. All welding equipment must be in good operating condition, never use damaged equipment. Always ensure the teacher is aware of any equipment problems.
15. Always reference the owner's manual before operating and servicing equipment.

**AT ALL TIMES – IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**

# Band Saw (1)

1. Wear Personal Protective Equipment (PPE) such as safety glasses, safety goggles, face shields, gloves and proper clothing as appropriate.
2. No loose clothing, long hair or jewelry is allowed in the shop.
3. Do not operate the band saw without the instructor's permission.
4. Follow the manufacturer's instructions for changing tool accessories.
5. Be aware of the position of the on/off switches and emergency **STOP** button.
6. Make all adjustments with the power off.
7. Use both hands and keep fingers at least 10cm (4") from the blade at all times; adjust guard prior to turning the saw on.
8. Keep the upper guide less than 5mm (1/4") from the material being cut.
9. Plan your cuts carefully. Saw curves gradually. Sudden twists may cause the blade to bind or break. Use relief cuts if necessary.
10. If the blade breaks, turn the power off immediately and step back. Inform the instructor immediately.
11. Always make short cuts first. Avoid backing out of cuts with the power on. Backing out of a cut may cause the blade to come off the drive wheel.
12. Do not cut cylindrical stock without the use of a V-block clamp.
13. Remove scrap pieces from the table only after the blade has stopped.

**AT ALL TIMES – IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**



## Band Saw (2)

1. Always operate the saw from the front, never from the side.
2. Do not leave the band saw until the blade has stopped.
3. Ensure that the blade is running at full speed before starting a cut.
4. Cut on the waste side of your line, leaving the pattern line on the work.
5. Keep your hands beside or behind the blade. Never in front. Use a push stick on small pieces.
6. Make sure all guards are in place and properly adjusted. Ensure all band wheels are enclosed.
7. Ensure the blade is tracking correctly and runs freely in the upper and lower guide rollers. Ensure the blade is under proper tension. See your instructor for guidance.
8. Use band saw blades that are sharp, properly set and otherwise suitable for the job (e.g., the right tooth pitch; tooth form; blade width).
9. Hold the stock firmly and flat on the table to prevent the stock from turning and drawing your fingers against the blade.
10. Use a push stick when you remove cut pieces from between the fence and saw blade or when your hands are close to the blade. Keep your hands on either side of the blade - not in line with the cutting line and the blade.
11. Always reference the owner's manual before operating and servicing equipment.

**AT ALL TIMES – IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**

# Band Saw - Horizontal

1. Wear Personal Protective Equipment (PPE) such as safety glasses, safety goggles, face shields, gloves and proper clothing as appropriate.
2. No loose clothing, long hair or jewelry is allowed in the shop.
3. Do not operate the band saw without the instructor's permission.
4. Be aware of the position of the on/off switches and emergency **STOP** button.
5. Make all adjustments with the power off.
6. Clamp work firmly into the vice. Long material must be supported.
7. Ensure the blade is tracking correctly and runs freely through the blade guides. Ensure the blade is under correct tension. See your instructor for guidance.
8. Ensure that the blade is running at full speed before beginning a cut.
9. Allow the upper head assembly to come down slowly until the blade teeth are cutting the material.
10. Never push down on the cutting head while the saw is cutting.
11. Turn off the machine and bring it to a complete standstill if the blade is to be lifted out of an incomplete or jammed cut.
12. Turn off the machine and bring it to a complete standstill before removing material from the vice area or making adjustments.
13. Ensure the cutting head is locked in the up position before removing workpiece from the vice.
14. Always reference the owner's manual before operating and servicing equipment.

**AT ALL TIMES – IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**

# Belt and Disk Sander

1. Wear Personal Protective Equipment (PPE) such as safety glasses, safety goggles, face shields, gloves, and proper clothing as appropriate.
2. No loose clothing, long hair or jewelry is allowed in the shop.
3. Do not operate the belt and disc sander without the instructor's permission.
4. Be aware of the position of the on/off switches and emergency **STOP** button.
5. Remove all the sawdust around the belt/disc sander.
6. Do not operate if the abrasive paper is loose or torn.
7. Ensure that power is off when changing the belt.
8. Sand only on the rotating-*down side surface* of the disc-sander and keep your work firmly on the machine table. Do not free hand sand.
9. Sand only on dry wood. Never sand metal.
10. Belt sander roll end and side guards should be properly adjusted and in good condition.
11. Do not apply excessive force toward the belt or disc. Let the machine do the work.
12. When working on small pieces, be careful to keep your fingers and knuckles away from the sanding disk.
13. Always reference the owner's manual before operating and servicing equipment.

**AT ALL TIMES – IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**

# Chemical Handling

Many operations in manufacturing involve different types of chemicals. Make sure you know how to handle these chemicals: their use, as well as storage and disposal procedures.

1. Before handling any chemicals, ensure you understand the safe handling procedures as outlined on container labels, WHMIS2015 data sheets, designated instructions or posted classroom procedures as appropriate. If you are unsure, see your instructor before proceeding.
2. Place any chemicals in approved, labeled containers ONLY.
3. DO NOT mix chemicals without prior knowledge of the consequences.
4. Discard any used chemicals in approved disposal containers ONLY. Inform your instructor of near-full containers. DO NOT dispose of chemicals down drains. Ask your instructor for proper disposal methods and procedures.
5. Ensure that there is adequate ventilation when using chemical substances.
6. Do not use any chemical for any other purpose other than what it is designed for.
7. Always use appropriate PPE (personal protection equipment) when handling chemicals. PPE includes eye protection, skin protection, gloves, aprons or coveralls, foot protection, as required under safe operating procedures.
8. Take note of expiry dates and storage requirements of chemicals. Do not use chemicals beyond their expiration.

**AT ALL TIMES – IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**

# CNC Technologies

1. Any CNC machine may operate automatically without warning. Only a trained individual familiar with the software, machine and computer system should operate this equipment.
2. Be aware of the position of the on/off switches and emergency **STOP** button.
3. Keep the immediate work area around the CNC machine clear of materials that might cause interference with machine operation.
4. Do not leave the CNC machine unattended when power is on to any electronics.
5. Material cutting operations can create debris. Ensure guards are in place and proper eye protection is worn.
6. CNC machines in motion can create pinch points in normal operation. Be aware of all areas that may be potentially hazardous when the CNC machine is in motion.
7. CNC machines may use hard stops as part of a normal setup. While in motion these stops may be contacted creating a crush point.
8. Mechanical drives are in use while the CNC machine is in operation. Do not attempt to service, adjust or otherwise touch these components while the machine is on.
9. Certain components of CNC machines are heavy. Use caution when lifting or moving these components. Use team lifting or mechanical lifts when necessary to avoid personal injury.
10. CNC operations such as plasma arc cutting, machining and routing can cause high noise levels that can exceed safe limits. Use hearing protection as necessary to prevent permanent loss of hearing.
11. Always reference the owner's manual before operating and servicing equipment.

**AT ALL TIMES – IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**

# CNC Lathe

1. Any CNC machine may operate automatically without warning. Only a trained individual familiar with the software, machine and computer system should operate this equipment.
2. Be aware and know the position of the on/off switches and emergency **STOP** button.
3. Keep the immediate work area around the CNC machine clear of materials that might cause interference with machine operation.
4. Do not leave the CNC machine unattended when power is on to any electronics.
5. Material cutting operations can create debris and noise. Ensure guards are in place and have proper eye, and hearing protection is worn.
6. Ensure that the work-piece is secure in the chuck before switching on the machine.
7. Ensure all tool bits are sharp and properly secured at the correct height and location before attempting to remove any material from the work-piece.
8. Do not attempt to remove a large depth of cut from material at a single pass.
9. When turning a workpiece that overhangs 4 inches or more from the chuck, a live center must be used to support the work-piece to avoid it from slipping out of the chuck.
10. Make sure the work-piece size is within the limits of the machine traverse on all axes.
11. CNC machines in motion can create pinch points in normal operation. Be aware of all areas that may be potentially hazardous when the CNC machine is in motion.
12. Never attempt to make any adjustments or measurements to the work-piece set up until the CNC Lathe has completely stopped.
13. Move the tool holder as far as possible from the chuck while setting up work in the chuck to avoid injury to your hands.
14. Mechanical drives are in use while the CNC machine is in operation. Do not attempt to service, adjust or otherwise touch these components while the machine is on.
15. Certain components of CNC machines are heavy. Use caution when lifting or moving these components. Use team lifting or mechanical lifts when necessary to avoid personal injury.
16. Always reference the owner's manual before operating and servicing equipment.

**AT ALL TIMES – IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**

# CNC Milling Machine

1. Any CNC machine may operate automatically without warning. Only a trained individual familiar with the software, machine and computer system should operate this equipment.
2. Be aware and know the position of the on/off switches and emergency **STOP** button.
3. Keep the immediate work area around the CNC machine clear of materials that might cause interference with machine operation.
4. Do not leave the CNC machine unattended when power is on to any electronics.
5. Material cutting operations can create debris and noise. Ensure guards are in place and have proper eye, and hearing protection is worn.
6. Ensure that the work-piece, the work holding device and cutting tool are securely mounted before taking a cut.
7. Make sure the work-piece size is within the limits of the machine travel on all axis.
8. CNC machines in motion can create pinch points in normal operation. Be aware of all areas that may be potentially hazardous when the CNC machine is in motion.
9. Never attempt to make any adjustments or measurements to the work-piece setup until the CNC milling machine has completely stopped.
10. Move the table as far as possible from the cutter while setting up work in the vise to avoid injury to your hands.
11. Mechanical drives are in use while the CNC machine is in operation. Do not attempt to service, adjust or otherwise touch these components while the machine is on.
12. Certain components of CNC machines are heavy. Use caution when lifting or moving these components. Use team lifting or mechanical lifts when necessary to avoid personal injury.
13. Always reference the owner's manual before operating and servicing equipment.

**AT ALL TIMES – IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**



# Drill Press

1. Make sure that your **FACE SHIELD OR SAFETY GLASSES** and **SAFETY GUARDS** are in place before you start the drill press.
2. Keep the work area and floor clean and free of oil, grease and debris.
3. Always tie back long hair and keep your head and clothes well away from all moving parts of the drill press and never operate with gloves.
4. Operate only after you have received instruction and permission from the instructor.
5. Select only drills that are sharp, in good condition and suitable for the job.
6. Remove **CHUCK KEYS/WRENCHES** from the drill chuck before starting the machine. **Never** secure **CHUCK KEYS/WRENCHES** to the column of drill press with a chain.
7. **CLAMP THE WORK SECURELY** to the table before starting the machine. Attempting to hold the work under the drill with one hand can result in serious and painful injuries.
8. Operate drills at the proper speed and feed. Forcing or trying to feed too quickly can cause drills to break or splinter with the chance of serious injuries.
9. If work slips from the clamp, never attempt to stop it with your hands. Never reach around or behind any rotating drill. Use a V-block for round stock.
10. Always ensure that the machine has been locked out before you attempt to change the belt for speed regulation.
11. If the drill sticks in the work, stop the motor and rotate the drill by hand to free it from the work.
12. As the drill begins to break through the work, ease up on the drilling pressure and allow the drill to break through gradually.
13. File or scrape all burrs from drilled holes. Be sure that the file is fitted with a proper handle.
14. Always clear away chips and curls with a **HAND BRUSH** only when the machine has come to a complete stop— do not use your hands!
15. Always reference the owner's manual before operating and servicing equipment.

**AT ALL TIMES – IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**

# Radial Arm Drill Press

1. Make sure that your **FACE SHIELD OR SAFETY GLASSES** and **SAFETY GUARDS** are in place before starting the drill press.
2. Keep the work area and floor clean and free of oil, grease and debris.
3. Always tie back long hair and keep your head and clothes well away from all moving parts of the drill press and never operate with gloves.
4. Operate only after you have received instruction and permission from the instructor.
5. Select only drills that are sharp, in good condition and suitable for the job.
6. Remove **CHUCK KEYS/WRENCHES** from the drill chuck before starting the machine. **Never** secure Chuck keys/wrenches to the column of drill press with a chain.
7. **CLAMP THE WORK SECURELY** to the table before starting the machine. Attempting to hold the work under the drill with one hand can result in serious and painful injuries.
8. Align drill bit to your spot mark on the work piece by moving the radial arm and drill head.
9. Clamp the radial arm and drilling head before starting to drill.
10. Operate drills at the proper speed and feed. Forcing or trying to feed too quickly can cause drills to break or splinter with the chance of serious injuries.
11. If work slips from the clamp, never attempt to stop it with your hands. Never reach around or behind any rotating drill. Use a V-block for round stock.
- 12.
13. Always ensure that the machine has been locked out before you attempt to change the belt for speed regulation.
14. If the drill sticks in the work, stop the motor and rotate the drill by hand to free it from the work.
15. File or scrape all burrs from drilled holes. Be sure that the file is fitted with a proper handle.
16. Always clear away chips and curls with a **HAND BRUSH** only when the machine has come to a complete stop— do not use your hands!
17. Always reference the owner's manual before operating and servicing equipment.  
**AT ALL TIMES – IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**

# Electrical Hazards

Touching an exposed electrical wire or electrical equipment that has not been grounded properly causes shocks. Shock can vary from a slight tingle to a rocking jolt. A very severe shock can cause death. Do not touch equipment or electrical wires that have been exposed to fluids.

Protect yourself against shocks by following these rules:

1. Check the condition of electrical cords on equipment. Report all problems to your instructor immediately. Replace worn or damaged cords.
2. When disconnecting a cord, pull on the plug. Never pull on the cord. You may loosen the wires and get a shock.
3. Never handle electrical equipment with wet hands or while standing in water.
4. Wear rubber-soled shoes to prevent shocks. Rubber does not conduct electricity.
5. Be sure an appliance is turned off before plugging it into an outlet.
6. Make sure you use proper power supplies and cables designated for use with specific pieces of equipment.
7. Store all electrical equipment in areas designated by your instructor.
8. Never change or interfere with the operating environment set up by someone else without permission.

**AT ALL TIMES – IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**

# Facility Emergency Procedures

1. Make sure you know the location of all fire alarms, first aid kits, emergency exits, exhaust ventilation switches, and emergency power stop buttons.
2. EMERGENCY PROCEDURES AND EVACUATION ROUTES must always be clear, and occupants must know and understand these procedures and routes.

**AT ALL TIMES – IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**

# Fall Protection

Studies of accidents in the manufacturing industry show that most injuries are caused by falls. Observing a few simple rules will help to avoid most accidents of this type.

The points below give guidelines for preventing falls.

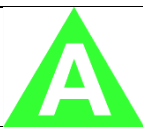



1. Walk; do not run.
2. Keep the floor clean and dry. A wet floor is slippery, so wipe up any spills immediately. Sprinkle salt on any spots that are still slippery until the floor can be thoroughly washed. Warn others of slippery conditions.
3. Wear low-heeled comfortable shoes with rubber soles, these grip the floor well.
4. Keep floor mats flat to prevent stumbling. Wrinkled mats or ones with curled corners can cause falls.
5. Keep work areas and traffic lanes clear. Electrical cords should not extend across traffic lanes. Put mops and brooms away promptly. Never leave boxes or crates in the aisles.
6. Look where you are going at all times. Get assistance to carry items that can block your vision.
7. Use a stepladder, never a chair or table, if you need to reach something on a high shelf.

**AT ALL TIMES – IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**

# Fire Extinguishers

1. Know your Fire Safety Plan
2. If you see a fire, call for attention, get everyone out, pull fire alarm.
3. Stay calm.
4. If using a fire extinguisher:
5. **PULL THE PIN, AIM LOW AT BASE OF FIRE**
6. **SQUEEZE HANDLE, SWEEP SLOWLY AT BASE OF FIRE**
7. **STAY LOW TO AVOID HEAT AND SMOKE**
8. Have the fire department check to make sure the fire is out.
9. Ventilate when fire is completely out.

*Learn and know the types of fire extinguishers (see below):*

<b>CLASS A</b> water		<b>Ordinary Combustibles:</b> paper, cloth, wood, rubber, many plastics.
<b>CLASS B</b> CO2		<b>Flammable Liquids:</b> oil, grease, gasoline, some paints, solvents etc.
<b>CLASS C</b> dry chemical		<b>Electrical:</b> wiring, fuse boxes, electrical equipment etc.
<b>CLASS D</b> special liquid or powder		<b>Combustible Metals:</b> magnesium, sodium.

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# First Aid

The immediate response to an emergency often involves First Aid. First Aid involves assisting an injured person until professional medical help can be provided.

The general action tips in the list below should be followed in an emergency. They do not replace the need to be properly trained in first aid. Your teacher will provide you with instructions on what to do in cases of emergencies.

1. Check the scene for dangers, (e.g. electrical shock hazards, chemical spills, hot objects, fire), stay calm and call out for help. Do not touch the victim until immediate dangers such as electrical currents are removed.
2. Assist if asked by your teacher to keep the victim comfortable and calm.
3. Call the office for medical help if requested by the teacher.
4. Care for the victim by administering first aid according to your teacher's instructions.
5. Help keep people who are not needed away from the victim.

**AT ALL TIMES – IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**

# First Aid Kits

**ALL INJURIES MUST BE REPORTED TO MAIN OFFICE.**

**REPORT ANY USE OF FIRST AID KIT TO TEACHER TO ENSURE THAT ANY SUPPLIES THAT ARE USED ARE REPLACED.**

Suggested list (add items specific to your needs) See WSIB Regulation 1101, required first aid kit items (at <http://www.wsib.on.ca/wsib/wsibsite.nsf/Public/PreventionYHSRR>).

**DATE CHECKED:**

**CHECKED BY:**

ITEM	Number
St. Johns Ambulance First Aid Manual	
Masks	
Disposable latex gloves	
Pair of scissors	
Plastic Emesis basin	
Wooden splints	
Rolls of splint padding	
Adhesive strip bandages	
3"x3" sterile gauze pads	
4" compress bandages	
6" Tensor bandages	
Triangular bandages	
Safety Pins	
Sterile gauze bandages	
Sterile gauze field dressing	
1 ½" width roll adhesive tape	
Antiseptic swabs	
Burn cream	
Instant cold packs	

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# Fluid Power Systems

(HYDRAULICS/PNEUMATICS)

1. Wear safety glasses to protect against flying objects or fluid spray from ruptured lines.
2. Wear appropriate PPE (gloves, apron, etc.) when working with hydraulic fluids.
3. Do not wear loose clothing that could catch in rotating or moving parts.
4. Do not operate controls in a reckless manner that might cause hydraulic shock and damage.
5. Observe extreme caution when starting up equipment for the first time and after a modification has been made.
6. Never use damaging blows or excessive force when disassembling or assembling fluid power equipment.
7. If the system has an accumulator, be sure its pressure energy is released before it is serviced or modified.
8. Prior to working on a system, lock out any electrical circuits to motors, controls, etc.
9. Shore up or block machine parts that may drop because of gravity.
10. To relieve any residual pressure from a system, bleed fluid by cracking fittings with a rag over the joints until the pressure is zero.
11. When disassembling a component part, be careful not to unload a spring force that may cause parts to fly.
12. Do not over torque bolts or other fasteners, because doing so may distort housings and affect internal moving parts.
13. Always reference the owner's manual before operating and servicing equipment.

**AT ALL TIMES – IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**

# General Housekeeping

1. Everything has a proper storage location.  
If you don't know where it is, please ask.  
If you do know, put it back.
2. If it is broken, report it.  
If it doesn't work, report it.  
If it's broken or doesn't work, don't use it.
3. Dirt, dust, debris are harmful to your safety and health. Even if you didn't put it there, pick it up, clean it up, or move it aside.
4. If you spill or drop any fluid on the floor, clean it, or use absorbent materials.
5. You are responsible for prevention of injuries.
6. Never block fire exits, fire pull alarms, doorways, aisles, and electrical breakers of machine switches for any reason at any time.
7. Chemicals all have proper storage containers.  
Make sure you use them.  
Never mix chemicals.

**AT ALL TIMES – IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**

# Disk Grinder - Hand

1. **WEAR PERSONAL PROTECTIVE EQUIPMENT INCLUDING GLOVES AND FACE SHIELD OR GLASSES** when using a grinder.
2. Check the grinder disk for any flaws before using.
3. Make sure guards are in place and operating properly.
4. Inspect cord for damage before use.
5. Always disconnect power when mounting a new disc wheel.
6. Ensure that the grinder disk is secured and seated properly on the arbor.
7. Check the immediate area for any fire hazards such as flammable materials, liquids or batteries.
8. Make sure you are at least 6 meters (20 feet) away from other workers.
9. Start the grinder off the work, grip the grinder solidly with two hands (beware of the torque). Also make sure you have a solid stance before starting to grind.
10. Aim the sparks towards the floor and away from others.
11. When you have finished grinding, raise the grinder off the work and allow it to stop on its own.
12. If the grinder is dropped during use it should be thoroughly inspected by the teacher before being used again.
13. Never cut on closed containers.
14. Always reference the owner's manual before operating and servicing equipment.

**AT ALL TIMES – IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**

# Grinder –Bench and Pedestal

1. **WEAR PERSONAL PROTECTIVE EQUIPMENT INCLUDING AN APPROVED SAFETY SHIELD AND/OR SAFETY GLASSES** when using a grinder, even if the grinder is equipped with protective glass shields. Ensure participants or observers are wearing personal protective equipment.
2. Keep the work area clean and free of oil, grease and debris.
3. Operate only after you have received instruction, gloves should not be worn.
4. Always check the **CLEARANCE OF THE TOOL REST** before starting work. Clearance should never be more than 3mm or 1/8 inch. Always set the tool rest clearance when the wheel is not in motion.
5. Always ensure a new grinding wheel has the **CORRECT RPM RATING** for the grinder it is being installed on.
6. When mounting or replacing any grinding wheel, always ensure that it fits properly on the shaft.
7. When installing the grinding wheel to the spindle, be certain the blotters are affixed to both sides of the wheel and that washers and nuts are of the correct size and are tightened securely.
8. When starting up any grinding wheel, **STAND TO ONE SIDE** out of line with the wheel and make sure no one is in line with the grinding wheel in case of breakage.
9. Only grind on the face of the wheel, use the entire face to avoid grooving the wheel.
10. Always **FEED THE WORK TO THE WHEEL GRADUALLY**. Too much pressure or striking the wheel suddenly may cause it to fracture.
11. Ensure there is ample water for cooling work pieces at the machine.
12. **STOP THE GRINDER IMMEDIATELY IF IT BEGINS TO CHATTER OR VIBRATE. NEVER USE TOOLS OR HANDS TO STOP ANY GRINDER.**
13. Always reference the owner's manual before operating and servicing equipment.

**AT ALL TIMES – IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**

# Hand Tools

**Hand tools in poor condition are responsible for a vast number of injuries.**

1. Wear **EYE PROTECTION** whenever using hand tools.
2. Have a proper storage location for your tools to protect them from loss or damage. After use, clean and **RETURN THEM TO THEIR PROPER PLACE** so they are always ready when you need them.
3. Never leave tools on the floor, hanging over edges, on ramps or hoists where they could be forgotten or cause a tripping hazard.
4. When tools become worn or damaged, they should be repaired or replaced immediately. Show your instructor.
5. Use chisels, knives, blades that are sharp. Do not use blunt tools.
6. Use tools only for their intended purpose. For example, screwdrivers should not be used as pry bars – if they bend under load, they are no longer useful and may be dangerous to use as a screwdriver.
7. Files should not be used as pry bars – they are extremely brittle and when breaking will release fragments which could injure or blind you.
8. **NEVER STAND BEHIND** anyone who is swinging a hammer. If you must observe what is being done, stand off to the side out of the way of the hammerhead.
9. Always reference the owner's manual before operating and servicing equipment.

**AT ALL TIMES – IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**

# Lifting

A strain is a feeling of stiffness or soreness from using muscles too long or the wrong way. Strains usually occur in the lower back, the weakest point of the spinal column. In the manufacturing industry, lifting heavy loads incorrectly often causes strains. Once your back has been strained or weakened, it can easily be injured again.

1. In the Province of Ontario, unassisted manual lifting is limited to 23 kg (51 pounds). Do not lift any load if it cannot be handled safely due to its size/shape.
2. You can prevent back strain by lifting with your strong leg muscles. When you must lift a heavy object, squat with knees bent, feet apart, and back straight. With your arms straight, get a firm grip on the load. Stand up keeping your back straight. Make your leg muscles do the work. Do not twist or bend.
3. Set objects down by using the same method in reverse. Ask for help if the object is too heavy. Use a cart to carry heavy objects any distance.
4. Heavy articles should be stored on the bottom shelves.

**AT ALL TIMES – IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**

# Laser Cutting

Many operations in manufacturing involve different types of Computer Aided Machinery. Laser Cutting is one of these. Make sure you know how to handle the machine and conduct regular cleaning maintenance.

1. WEAR PERSONAL PROTECTIVE EQUIPMENT (PPE) INCLUDING SAFETY GLASSES, sturdy footwear, gloves, and respiratory and hearing protection as required. Always wear proper, close fitting clothing to cover arms and legs. Long hair must be tied back.
2. LASER cutters pose a fire hazard. To further increase risk, some of the materials engaged by the laser cutter can leave flammable debris and can ignite inside the cutter.
3. Do not use this machine unless a teacher has instructed you in its safe use and a safety passport has been issued.
4. Before beginning a cut, make sure the bed is clear of build material, debris, tools or other objects. Keep the interior of the LASER cutter clean and free of debris.
5. NEVER LEAVE THE LASER CUTTER when it is in operation.
6. Ensure the fume extraction system is on before beginning cutting operation.
7. Ensure material to be cut is on the approved list and poses no hazard. Where possible consult the manufacturer's Safety Data Sheets (SDS) for specific technical data and precautionary measures concerning any materials cut with this equipment. If in doubt, ask your teacher.
8. Refer to the cutting manual for appropriate engraving and cutting Power and Speed settings for varied materials

9. Consult laser cutter Project Log Book prior to starting the project. Make sure you have documented your project and are compliant with the manufacturer's maintenance procedures. If in doubt, ask your teacher.
10. Ensure all safety devices are in place before operating.

**AT ALL TIMES – IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**



# Metal Cut Off (Chop) Saw

1. **WEAR PERSONAL PROTECTIVE EQUIPMENT INCLUDING GLOVES AND FACE SHIELD OR GLASSES** when using a metal chop saw.
2. All jewelry must be removed, and long hair tied back securely.
3. Stand to the side of the disc assembly when operating the saw.
4. Students who are left-handed should use their right hand for cutting operations.
5. Clamp material firmly and ensure you are aware of the blade path before you make your cut.
6. Prior to using the saw, check the condition of the cord and the abrasive cutting disc.
7. Long stock pieces should be supported safely.
8. Ensure the guard is functioning correctly during operations.
9. When making angle cuts ensure the cutting disc has adequate clearances.
10. Start the saw off the metal and gradually make the cut with even force on the abrasive disc.
11. Pieces of metal that have just been cut will have **SHARP EDGES AND WILL BE HOT** to touch.
12. Always reference the owner's manual before operating and servicing equipment.

**AT ALL TIMES – IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**

# Metal Lathe

1. Wear Personal Protective Equipment (PPE) such as safety glasses, safety goggles, face shields, gloves and proper clothing as appropriate. No loose clothing, long hair or jewelry is allowed in the shop.
2. Keep the work area clean and free of oil, grease and debris.
3. Do not operate the lathe without proper instruction and the instructor's permission.
4. Be aware of the position of the on/off switches and emergency **STOP** button.
5. Make sure headstock, tailstock and tool rests are tight before operating.
6. Ensure your material is secure before starting the motor.
7. Ensure all tool bits are sharp and without nicks. Show your instructor any problems with the tooling.
8. Do not operate the lathe until you have established proper speeds, stops, tool heights and angles.
9. Make sure you have proper speeds and feeds for the type of material and tool bits, type of operation, and diameter of material. When in doubt, ask.
10. Assume a solid position with your body to the side of the tool. Be sure to have firm footing when operating the lathe.
11. Do not attempt to remove a large depth of cut from material at a single pass.
12. Remove cut off material or chips with a brush after the lathe has come to a complete stop. Never use your hands.
13. Turn the lathe off immediately if it does not sound right or if there is excessive vibration.
14. Always reference the owner's manual before operating and servicing equipment.

**AT ALL TIMES – IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**

# Oxy-Acetylene Welding (1)

1. Fill out a HOT WORK PERMIT and complete a work area inspection
2. **PROTECT YOUR HEAD AND EYES** by wearing welding goggles or shield equipped with a minimum shade 5 level of protection. Observers must wear **EYE PROTECTION**.
3. Cylinders must always be secured and upright and stored in a well-ventilated area.
4. Full and empty cylinders must be stored separately. Mark all empty cylinders appropriately.
5. Gas cylinders must have **PROTECTIVE CAPS** in place for transporting and storing.
6. Ensure that all regulators, hoses, and torches are in good condition, leak-free, and the hoses are equipped with approved **FLASHBACK ARRESTORS**.
7. Perform leak tests as part of a preventive maintenance procedure.
8. Use only approved pressure-reducing regulators with each gas cylinder.
9. **OXYGEN COMBINES WITH OIL AND GREASE** to cause violent fires. Do not use oxygen to blow dust off clothing.
10. Keep equipment free of oil or grease.
11. Make certain a fire extinguisher is readily available.
12. **PROTECT YOUR SKIN** by wearing safety footwear and leather or flame-resistant canvas coats and gloves.
13. Do not carry a Butane lighter or other flammable in your pockets.
14. Only use a proper striker to ignite torches.
15. Check for flammable substances in the vicinity before beginning to weld.
16. Always reference the owner's manual before operating and servicing equipment.

**AT ALL TIMES – IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**

## Oxy-Acetylene Welding (2)

### START UP

1. Open the oxygen cylinder valve slowly  $\frac{1}{2}$  turn to prevent damage to the regulator. Then open all the way.
2. Open acetylene cylinder valve  $\frac{3}{4}$  turn only.
3. Adjust hose pressures using the T-handles on the regulator gauges.
4. Purge acetylene and the oxygen lines individually before lighting the torch.
5. Open the acetylene torch valve  $\frac{1}{3}$  turn and light the acetylene gas using a striker (before opening the oxygen torch valve).
6. Open the oxygen valve slowly until a neutral flame is achieved.

### SHUTDOWN

1. Close the torch acetylene gas valve to extinguish the flame. **(A before O)**.
2. Close the torch oxygen valve.
3. Close the acetylene gas cylinder valve.
4. Close the oxygen cylinder valve.
5. Drain the acetylene gas line by opening the torch acetylene gas valve. Release the acetylene gas regulator knob (T-handle) on the gauge.
6. Close the torch acetylene gas valve.
7. Drain the oxygen lines by opening the torch oxygen valve. Release oxygen regulator knob (T-handle) on the gauge.
8. Close the torch oxygen valve. Oxygen and acetylene gauges for both tank and hose pressures should read zero.
9. Neatly wrap hoses on holders, and place torch handle and tip in a position that will prevent damage to them.

**AT ALL TIMES – IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**

# Plasma Arc Cutter

1. Wear protective clothing when using the plasma arc cutter. Clothing should be wool or cotton, long sleeves, leather shoes (high top), gauntlet gloves and leather apron.
2. Wear industrial quality eye protection minimum #5 shaded lens for plasma arc cutting operations.
3. Ensure that the work area is well ventilated when using the plasma arc cutter.
4. The operator should position himself/herself so there will be minimum exposure to fumes during the cutting process.
5. Never use the plasma arc cutter in areas where combustible or explosive gases or materials are located.
6. Never touch any parts on the plasma arc cutter that are electrically connected.
7. Disconnect the electrical power before performing any service or repair on the plasma arc cutter.
8. Never use the plasma arc cutter to cut into an enclosed container.
9. Hearing protection should be worn when using the plasma arc cutter.
10. Use pliers or clamps to hold hot metal.
11. Quench hot metal or allow it to cool before handling.
12. Make sure others in the work area are protected from plasma arc rays, fumes and splatter.
13. Always reference the owner's manual before operating and servicing equipment.

**AT ALL TIMES – IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**

# CNC Plasma Cutter

1. Always wear proper PPE when operating the CNC Plasma Cutter. I.e. safety glasses or goggles with shade appropriate lenses, welding gloves for handling material after cutting, ect.
2. Any CNC machine may operate automatically without warning. Only a trained individual familiar with the software, machine and computer system should operate this equipment.
3. Be aware and know the position of the on/off switches and emergency **STOP** button.
4. Keep the immediate work area around the CNC Plasma Cutter clear of materials that might cause interference with machine operation.
5. Ensure the exhaust fan is on and functioning properly before beginning to cut.
6. Always refer to the owners manual for proper speeds and feeds for the material type and thickness.
7. Do not leave the CNC Plasma Cutter unattended when the machine is running
8. Check the area around the CNC Plasma Cutter to ensure it is free from combustible materials.
9. Never use the CNC Plasma Cutter in areas where combustible or explosive gasses or materials are located.
10. Lock out the machine before performing any service or repair on the CNC Plasma Cutter.
11. Hearing protection is recommended when using the plasma arc cutter.
12. Use pliers, clamps or welding tongs to hold hot metal.
13. Quench hot metal or allow it to cool before handling.
14. Make sure others in the work area are protected from plasma arc rays, fumes and splatter.
15. Always reference the owner's manual before operating and servicing equipment.

**AT ALL TIMES – IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**

# Power Tools (1)

1. Wear Personal Protective Equipment (PPE) such as safety glasses, safety goggles, face shields, gloves and proper clothing as appropriate.
2. Do not operate power tools without the instructor's permission.
3. Do not wear loose clothing or jewelry when operating power tools. Long hair must be tied back.
4. Follow the manufacturer's instructions for lubricating and changing tool accessories.
5. Keep guards in place and follow lockout/tag-out procedures.
6. Know the purpose of each tool you use and use each tool for the specific task it was designed to do.
7. Always use two hands on the tool when operating. Clamp the workpiece to a solid surface; do not attempt to hold the workpiece with hand or foot.
8. Unless it's designed for it, never use a portable electric tool where there are flammable vapors or gasses present.
9. Electrical cords must be in good condition; report any broken, damaged or bare cords. Keep cords away from heat, oil, and sharp edges.
10. All power tools must be effectively grounded and/or be of the double insulated type.

**AT ALL TIMES – IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**

## Power Tools (2)

1. If the tool is equipped with a three-prong plug, it should be plugged into a three-holed electrical receptacle. Never remove the third prong.
2. Never use power tools in damp or wet locations or if the worker is perspiring. Moisture helps electricity flow more easily through the body.
3. Rubber gloves and footwear are recommended when working outdoors in damp conditions.
4. Never carry a tool by its cord or pull the cord to disconnect it from a receptacle. Never carry a plug-in tool with your finger on the switch.
5. Unplug tools before replacing any broken, dull or damaged bits or blades.
6. Be careful not to overreach. Keep your balance and proper footing when working with power tools.
7. When you have completed an operation with a power tool, switch it off and lay the tool down in a safe manner after it stops. Keep the rotating blade or bit away from your legs and body.
8. Keep the floor around the work area clean.
9. Be sure the power switch for a portable tool is "off" before plugging it in.
10. Always reference the owner's manual before operating and servicing equipment.

**AT ALL TIMES – IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**



# Programmable Logic Controllers (Wiring Precautions)

1. Do not attempt to take any unit apart while power is being supplied to the PLC.
2. Do not touch any of the terminals or terminal blocks while the power is being supplied to the PLC.
3. Completely turn off external power when installing or replacing wiring.
4. When wiring in the PLC, be sure that it is done correctly by checking the products rated voltage and the terminal layout.
5. Tighten terminal screws with the specified torque. Loose screws may result in burning.
6. Wiring bare wires directly to PLC terminals may result in fires. Use solderless terminals or solid wires for wiring.
7. Do not pull on cables or wires running to the PLC. Bending wires or cables beyond their natural limit may also cause damage.
8. Before turning on the power supply or operating the module after installation or wiring work, ensure that the module's terminal covers are correctly attached.
9. Always reference the owner's manual before operating and servicing equipment.

**AT ALL TIMES – IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**

# Robotics

1. Make sure the robot base is secure to the work surface.
2. Make sure the robot arm has enough space in which to move freely.
3. Do not place your hands or fingers or any object within the robot arm's operating range, particularly while it is in motion.
4. Ensure the device is powered off before approaching or handling the robot.
5. Do not exert force on any part of the system.
6. Do not use physical or mechanical means to stop the movement of any part of the robot arm.
7. Do not drive the arm into another object or an obstacle.
8. Do not overload the arm. Check the manufacturer's instructions for maximum workload. The gripper should grasp the workload at its centre of gravity.
9. Never leave the arm or gripper under mechanical strain for extended periods of time.

**AT ALL TIMES – IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**

# Sheet Metal Shear/Roller/Bender

1. The floor around the machine should be clean and free of scraps, oil or grease. A suitable non-skid material should be applied to the floor at the workstation.
2. Do not operate the machine when other persons are in contact with the machine or the workpiece.
3. Obtain assistance for moving large sheets of material to and from sheet metal machines.
4. Keep fingers clear of the area in front and rear of the shear blades.
5. Keep clear of the slip roll nip points.
6. Keep fingers clear of the brake when clamping/forming materials.
7. Be aware of the maximum capacity of the machine. Exceeding the capacity of the machine may be hazardous to the operator.
8. Never use excessive force when operating sheet metal equipment.
9. Always reference the owner's manual before operating and servicing equipment.

**AT ALL TIMES – IF IN DOUBT, SEE YOUR INSTRUCTOR**

# Surface Grinder

1. Wear Personal Protective Equipment (P.P.E) such as safety glasses, safety goggles, face shields, proper clothing as appropriate. No loose clothing, long hair, or jewelry is allowed in the shop.
2. Only operate the surface grinder after you have received instruction and permission from the teacher.
3. Be aware of the positions of the on/off switches and emergency **STOP** button.
4. Keep the work area clean and free of oil, grease and debris.
5. Always ring test the grinding wheel before mounting it to the machine.
6. When starting a grinder, always stand to one side of the wheel and make sure no one is in line with the grinding wheel in case of breakage.
7. See that the grinding wheel clears the work before starting a grinder.
8. Allow a new wheel to run for about one minute before using it.
9. Never run a grinding wheel faster than the recommended speed on its blotter.
10. Ensure the wheel guard is in place and it covers  $\frac{1}{2}$  of the wheel.
11. Keep the magnetic chuck clean and free of burrs.
12. Always dress the wheel when turning it on.
13. Remove all burrs from the workpiece before placing on the magnetic chuck.
14. Ensure the magnetic chuck is on and holding the workpiece by trying to remove the work.
15. Never attempt to clean the magnetic chuck or mount and remove work until the wheel has stopped completely.
16. Always reference the owner's manual before operating and servicing equipment.

**AT ALL TIMES – IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**

# Vertical Milling Machine

1. Wear Personal Protective Equipment (P.P.E) such as safety glasses, safety goggles, face shields, proper clothing as appropriate. No loose clothing, long hair, or jewelry is allowed in the shop.
2. Be aware of the position of the on/off switches and emergency **STOP** button.
3. Keep the work area clean and free of oil, grease and debris.
4. Make sure the spindle, beds and control handles are working properly before operating.
5. Ensure the work holding device is mounted securely to the table.
6. Ensure the work piece and cutter are mounted securely before starting the motor and making a cut.
7. To avoid injury, move the machine table as far as possible away from the cutter when setting up or measuring work.
8. Do not attempt to set up or measure the workpiece until the cutter is completely stopped. Keep hands away from moving parts.
9. When setting up or removing a milling cutter from its holder, proper precautions should be taken to avoid injury.
10. Ensure all tool bits are sharp and undamaged. Show your instructor any problems with tooling before operating the milling machine.
14. Make sure you have proper speeds and feeds for the type of material being machined. When in doubt, ask the instructor.
15. When the machine comes to a complete stop, remove cut material and chips with a brush.
16. Turn the milling machine off immediately if it does not sound correct or there is excessive vibration.
17. Always reference the owner's manual before operating and servicing equipment.

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# Horizontal Milling Machine 1

1. Wear Personal Protective Equipment (P.P.E.) such as safety glasses, safety goggles, and face shields. No loose clothing, long hair or jewelry is allowed in the shop.
2. Operate the milling machine only after you have received instruction and permission from the instructor.
3. Be aware of the position of the on/off switches and emergency STOP button.
4. Keep the work area clean and free of oil, grease and debris.
5. Make sure the spindle, beds and control handles are working properly before operating.
6. Ensure the work holding device is mounted securely to the table.
7. Ensure the work piece and cutter are mounted securely before starting the motor and making a cut.
8. To avoid injury when setting up or measuring work, move the machine table as far as possible away from the cutter.
9. Do not attempt to set up or measure a workpiece until the cutter is completely stopped. Keep hands away from revolving parts.
10. When setting up or removing a milling cutter from its holder or arbor, ensure proper procedures are followed in order to avoid injury.

**AT ALL TIMES – IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**

## Horizontal Milling Machine 2

11. When setting up a cutter on the horizontal milling machine, always make sure that the cutter is properly keyed to the arbor.
12. When assembling or disassembling a tool on the arbor with an over-arm support, always leave the support in place when loosening or tightening the arbor nut.
13. Tighten the arbor nut with a wrench. Never use a hammer to strike the wrench when tightening the nut.
14. Ensure all tool bits are sharp and not damaged. Show your instructor any problems with the tooling.
15. Do not operate the milling machine until you have established proper speeds, stops, and tool depths.
16. Make sure you have proper speeds and feeds for the type of material, tooling and the operation to be performed.
17. Be sure to have firm footing when operating the milling machine.
18. When the machine comes to a complete stop, remove cut off material and chips with a brush. Never use your hands to clear cut materials.
19. Turn the milling machine off immediately if it does not sound correct or if there is excessive vibration.
20. Always reference the owner's manual before operating and servicing equipment.

**AT ALL TIMES – IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**

# 3D Printer

1. Always wear proper PPE when operating the 3D Printer. i.e. safety glasses, goggles, gloves, or lab coats.
2. Be sure to read and understand the owner's manual before operating.
3. Limit equipment access to trained or authorized personnel.
4. Before beginning a 3D print, make sure the bed is clear of build material, debris, tools or other objects.
5. Use enclosures for 3D printers and proper ventilation to capture chemical emissions.
6. There is a slight smell from ABS when it is being extruded. A well-ventilated room is recommended; however, when printing, keep the printer away from any drafts as this can affect the warping of ABS prints.
7. Using printer filament with lower emissions is recommended.
8. Never reach inside the 3D printer while it is in operation. In addition to the risk of burn, injury from moving mechanical parts or electric shock.
9. Never touch the extruder nozzles. They reach temperatures in excess of 200 degrees Celsius and may be hot enough to cause a serious burn during operation, or when heating up and cooling down. Use needle nose pliers to remove bits of debris from the nozzles.
10. Always refer to the owner's manual for instructions on adding or removing filament.
11. Reduce time spent near the printer while it is running to limit exposure to fumes.
12. Use caution when removing parts from the build platform as the extruder and build platform may be hot.
13. Use only the power adapter supplied with the printer, or the printer may be damaged, with a risk of fire.
14. Consult the Safety Data Sheets (SDSs) for safety information regarding the plastic(s) you will be using.
15. Always reference the owner's manual before operating and servicing equipment.

**AT ALL TIMES – IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**



# SDS SAFETY LABELS

## ***GENERIC SAFETY DATA SHEETS FOR PERSONAL ENHANCEMENT PRODUCTS PROTECTED BY TRADE SECRET LAWS (SDS)***

### MATERIAL IDENTIFICATION

---

TRADE NAME/MATERIAL NAME

---

PRODUCT USE

---

OTHER NAMES:

---

MANUFACTURER'S/SUPPLIER'S NAME:

---

ADDRESS:

---

EMERGENCY TELEPHONE:

---

FIRST AID PROCEDURE

**AT ALL TIMES – IF IN DOUBT, SEE YOUR INSTRUCTOR**

# WHMIS 2015 Regulations

- The acronym WHMIS stands for Workplace Hazardous Materials Information System
- Canada aligned the Workplace Hazardous Materials Information System (WHMIS) from 1988 with the Globally Harmonized System of Classification and Labelling of Chemicals (GHS) in 2015.
- Suppliers and employers must use and follow the WHMIS 2015 requirements for labels and safety data sheets (SDSs) for hazardous products sold, distributed, or imported into Canada.
- SDS stands for Safety Data Sheets
- SDS is a printout on paper that identifies how to handle, store, use, health effects if exposed, emergency procedures, and protective measures
- Employers will be required to make sure that all hazardous products (as defined by the Hazardous Products Regulations) have an up-to-date SDS when it enters the workplace.
- The SDSs must be readily available to the workers who are exposed to the hazardous product, and to the health and safety committee or representative.
- A label will be required to be updated when the supplier becomes aware of any "significant new data". According to the regulation, the definition of significant new data is:
- "New data regarding the hazard presented by a hazardous product that changes its classification in a category or subcategory of a hazard class, or result in its classification in another hazard class, or change the ways to protect against the hazard presented by the hazardous product." (Source: Canada Gazette, Part II, Hazardous Products Regulations, Section 5.12 (1))
- Labels will be required to be updated within 180 days of the supplier being aware of the new information. If you purchase a product within this 180-day time period, the supplier must inform you of the changes, and the date they became available, in writing

**AT ALL TIMES – IF IN DOUBT, STOP! ASK YOUR INSTRUCTOR**

# WHMIS 2015 Labels

Supplier labels must be attached to the controlled product container which has detailed information about the product. Legislation states that 10 kg or more of a controlled product or hazardous material from a supplier must contain the following information:

- The hatched border that was required under WHMIS 1988 is not required under WHMIS 2015. However, it is also not forbidden to use the hatched border, so you may see it on a WHMIS 2015 label.
- Labels must be in English and French. They may be bilingual (as one label) or be presented as two labels (one each in English and French).
- The pictogram, signal word, and hazard statement are to be grouped together,
- To be clearly and prominently displayed on the container,
- To be easy to read (e.g., you can see it easily without using any item except corrective glasses), and
- To be in contrast with other information on the product or container.
- Labels will be required to be updated within 180 days of the supplier being aware of the new information. If you purchase a product within this 180-day time period, the supplier must inform you of the changes, and the date they became available, in writing.
- Product identifier – the brand name, chemical name, common name, generic name, or trade name of the hazardous product.
- Initial supplier identifier – the name, address, and telephone number of either the Canadian manufacturer or the Canadian importer\*.
- Pictogram(s) – hazard symbol within a red "square set on one of its points".
- Signal word – a word used to alert the reader to a potential hazard and to indicate the severity of the hazard.
- Hazard statement(s) – standardized phrases which describe the nature of the hazard posed by a hazardous product.

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# WHMIS LABELS

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- **Signal word** – a word used to alert the reader to a potential hazard and to indicate the severity of the hazard.
- **Hazard statement(s)** – standardized phrases which describe the nature of the hazard posed by a hazardous product
- **Precautionary statement(s)** – standardized phrases that describe measures to be taken to minimize or prevent adverse effects resulting from exposure to a hazardous product or resulting from improper handling or storage of a hazardous product.

- **Supplemental label information** – some supplemental label information is required based on the classification of the product. For example, the label for a mixture containing ingredients with unknown toxicity in amounts higher than or equal to 1% must include a statement indicating the percent of the ingredient or ingredients with unknown toxicity. Labels may also include supplementary information about precautionary actions, hazards not yet included in the GHS, physical state, or route of exposure. This information must not contradict or detract from the standardized information.

**In addition to this and if the container has more than 100 milliliters the following information must be on the label:**

- Risk time factors
- Precautionary measures while using or being exposed to the product/chemical
- First aid measures to address immediate injuries and not progressive illnesses

**Workplace labels** must be identified on a container that is not from the supplier, and must contain the following information:

- Product name (matching the SDS product name).
- Safe handling precautions may include pictograms or other supplier label information.
- A reference to the SDS (if available).
- First aid measures

**AT ALL TIMES – IF IN DOUBT, SEE YOUR INSTRUCTOR**

# Product K1 / Produit K1



## Danger

Fatal if swallowed.  
Causes skin irritation.

### Precautions:

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

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

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

## Danger

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

### Conseils :

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

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

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











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

This is an example of an updated 2015 supplier label using the Globally Harmonized System.

More information can be found on the Government of Canada, Canadian Centre for Occupational Health and Safety Website. See the link below.

[https://www.ccohs.ca/oshanswers/chemicals/whmis\\_ghs/pictograms.html](https://www.ccohs.ca/oshanswers/chemicals/whmis_ghs/pictograms.html)

## WHMIS 2015 Pictograms

	<b>Exploding bomb</b> (for explosion or reactivity hazards)		<b>Flame</b> (for fire hazards)		<b>Flame over circle</b> (for oxidizing hazards)
	<b>Gas cylinder</b> (for gases under pressure)		<b>Corrosion</b> (for corrosive damage to metals, as well as skin, eyes)		<b>Skull and Crossbones</b> (can cause death or toxicity with short exposure to small amounts)
	<b>Health hazard</b> (may cause or suspected of causing serious health effects)		<b>Exclamation mark</b> (may cause less serious health effects or damage the ozone layer*)		<b>Environment*</b> (may cause damage to the aquatic environment)
	<b>Biohazardous Infectious Materials</b> (for organisms or toxins that can cause diseases in people or animals)				

\* The GHS system also defines an Environmental hazards group. This group (and its classes) was not adopted in WHMIS 2015. However, you may see the environmental classes listed on labels and Safety Data Sheets (SDSs). Including information about environmental hazards is allowed by WHMIS 2015.

## WHMIS 2015 Pictograms



The **flame** pictogram is used for the following classes and categories:

- Flammable gasses (Category 1)
- Flammable aerosols (Category 1 and 2)
- Flammable liquids (Category 1, 2 and 3)
- Flammable solids (Category 1 and 2)
- Pyrophoric liquids (Category 1)
- Pyrophoric solids (Category 1)
- Pyrophoric gasses (Category 1)
- Self-heating substances and mixtures (Category 1 and 2)
- Substances and mixtures which, in contact with water, emit flammable gasses (Category 1, 2 and 3)
- Self-reactive substances and mixtures (Types B\*, C, D, E and F)
- Organic peroxides (Types B\*, C, D, E and F)



The **flame over circle** pictogram is used for the following classes and categories:

- Oxidizing gases (Category 1)
- Oxidizing liquids (Category 1, 2 and 3)
- Oxidizing solids (Category 1, 2 and 3)



## WHMIS 2015 Pictograms



The **gas cylinder** pictogram is used for the following classes and categories:

- Gases under pressure (Compressed gas, Liquefied gas, Refrigerated liquefied gas, and Dissolved gas)



The **corrosion** pictogram is used for the following classes and categories:

- Corrosive to metals (Category 1)
- Skin corrosion/irritation – Skin corrosion (Category 1, 1A, 1B and 1C)
- Serious eye damage/eye irritation – Serious eye damage (Category 1)

## WHMIS 2015 Pictograms



The **exploding bomb** pictogram is used for the following classes and categories:

- Self-reactive substances and mixtures (Types A and B\*)
- Organic peroxides (Types A and B\*)



The **skull and crossbones** pictogram are used for the following classes and categories:

- Acute toxicity –
- Oral (Category 1, 2 and 3)
- Dermal (Category 1, 2 and 3)
- Inhalation (Category 1, 2 and 3)

## WHMIS 2015 Pictograms



The **health hazard** pictogram is used for the following classes and categories:

- Respiratory or skin sensitization – Respiratory sensitizer (Category 1, 1A and 1B)
- Germ cell mutagenicity (Category 1, 1A, 1B and 2)
- Carcinogenicity (Category 1, 1A, 1B, and 2)
- Reproductive toxicity (Category 1, 1A, 1B and 2)
- Specific Target Organ Toxicity – Single exposure (Category 1 and 2)
- Specific Target Organ Toxicity – Repeated exposure (Category 1 and 2)
- Aspiration hazard (Category 1)



The **exclamation mark** pictogram is used for the following classes and categories:

- Acute toxicity – Oral, Dermal, Inhalation (Category 4)
- Skin corrosion/irritation – Skin irritation (Category 2)
- Serious eye damage/eye irritation – Eye irritation (Category 2 and 2A)
- Respiratory or skin sensitization – Skin sensitizer (Category 1, 1A and 1B)
- Specific target organ toxicity – Single exposure (Category 3)



The **biohazardous infectious** materials pictogram is used for the following classes and categories:






















- Biohazardous Infectious Materials (Category 1)



**Environment.** May cause damage to the aquatic environment.

The Global Harmonized System has defined an environmental hazard group. This group was not adopted in WHMIS 2015; However, you may see this symbol on labels and Safety Data Sheets, and WHMIS allows this, so we are including it in this document.

WHMIS Chemical Hazards Pictograms 2015

WHMIS 1988 Hazard Class	WHMIS 1988 Symbols	WHMIS 2015 Symbols	WHMIS 2015 Hazard Class
A			Gases Under Pressure
B1 to B6			Flammables, Self-Heating, Emit Flammable Gases, Pyrophoric Gases, Liquids & Solids Organic Peroxides
C			Oxidizing Gases, Liquids, Solids
D1		 	Acute Toxicity - Oral, Dermal, Inhalation
D2		 	Eye Irritation, Skin Irritation Skin/Respiratory Sensitization, Carcinogenicity Mutagenicity Reproductive Hazards
D3			Biohazardous Infectious Materials
E			Skin/Eye Corrosion Corrosive to Metals
F		 	Self-Reactive Substances Organic Peroxides
N/A	N/A		Explosive Substances (Explosives are still covered under WHMIS exclusions for now)
N/A	N/A		Aspiration, STOT (Single Exposure, Repeated Exposure)
N/A	N/A	N/A	Combustible Dusts
N/A	N/A	N/A	Simple Asphyxiants
N/A	N/A	Use appropriate symbol	Physical Hazards Not Otherwise Classified, Health Hazards Not Otherwise Classified

# WHMIS 1988 VS. WHMIS 2015

## WHMIS 1988

Controlled products regulations

Controlled products

6 hazard classes, 3 divisions

Label:

- Hatched border
- No standardized phrases

Symbol in black circle

Material Safety Data Sheets ( MSDS )

- Must be updated every 3 years
- 9 sections

## WHMIS 2015

Hazardous products regulations

Hazardous products

30+ hazard classes, multiple categories

Label:

- Solid border
- Standardized phrases

Pictograms: symbol in a red square on its point ( Diamond )

Safety Data Sheets ( SDS )

Must be updated when new information is available

16 sections

## SECTION 3: SAFETY ASSIGNMENTS AND TESTS

### SECTION OVERVIEW

This section contains sample tests and assignments related to safety. They are designed as samples that can be used as written or edited for your purposes. They can be used for evaluation of the safety expectations of the course, or as tools to assess the student's knowledge and understanding of safety. It is recommended that all teachers keep a record of all test or assignment results and/or passports (next section) as verification of each student's understanding of safe concepts and practices.

The equipment and safety practices in individual facilities will determine how a teacher can best use these resources in the teaching of safe work practices. As well, with the SafetyNET resources online at OCTE lab, there are additional resources always being updated, and available for download in .zip files.

### NOTE:

All materials within this document are to be considered as suggestions and recommendations only. These are not legal documents and are not to be considered as legal requirements or as official policy. OCTE or the individual contributors makes no claim to the accuracy or the completeness of the enclosed documents and accepts no responsibility for any damages pertaining to their use. Users of this document should not assume all warnings and precautionary measures are contained herein, that additional information or measures are not required, or that local by-laws, regulations or Board policies are explicitly included.

Please see specific equipment manuals for further safety information, as well as local, Board and school policies and regulations. Please review exemplar TMJ OCTE lab Safety NET resource documents for experienced teacher tips and customization options for your course projects.

## Safety Assignment # 1 – Room Inventory and Safety Identification

Use a ruler/straight edge to draw a neat floor plan of your shop and identify the location of the following. Show the work zones around major equipment. Check off each item to ensure you have covered everything:

Entrance/exit doors	
Safety exit	
Fire extinguishers	
Fire alarm	
First aid kit	
Power shut-off or emergency “stop” buttons	
Electrical outlets	
Exhaust fans/hoods	
Sink areas	
Waste disposal containers	
Work tables/work surfaces	
Computer work areas	
Equipment and tool storage areas	
Chemicals storage	
Consumable supplies storage	
Gloves storage	
Apron/coverall storage	
Safety glasses storage	
Welding Gas storage	
Traffic areas	
Machining areas	
Welding areas	
Materials Supplies Storage	



## Safety Assignment # 2 – General Safety

In groups of two, analyze the issue you have been assigned and provide a detailed description of the safety requirements for that issue. Information for research may be found in a variety of places including textbooks, the Internet, equipment manuals, or from local suppliers. A 5-10 minute group presentation will be made to the class in which your group will describe the topic and the importance of safety in a manufacturing technology environment.

- Group 1     Arc/MIG/TIG welding
- Group 2     Oxy-acetylene welding and cutting
- Group 3     Plasma Arc cutting
- Group 4     Sheet Metal fabrication
- Group 5     Grinding
- Group 6     Engine lathe operations
- Group 7     Drilling operations
- Group 8     Milling operation
- Group 9     Sanding/Finishing
- Group 10    Chemicals, solvents, and fluids

## **Safety Assignment # 3 – Perform a Safety Audit**

Once a month, a group of you will be assigned to perform a safety audit of the workshop. To accomplish this task, the group must first design a safety checklist that will be used for the inspection. The checklist must include the headings of:

1. First aid kit content status
2. Status of safety equipment
3. Status of fire protection equipment
4. Status of cleaning supplies and equipment
5. Status of storage areas
6. Status of tools and equipment
7. Status of materials storage
8. Status of housekeeping

Your teacher will give you information about safety standards. Prepare a checklist for a safety audit of the shop. When you have approval for your checklist, perform the initial audit and report back to your teacher.

## **WELDING TEST QUESTIONS**

(See Answer Sheets after the test listings)

### **WELDING HAZARDS TEST**

1. What are the ten major hazards in welding operations?
2. What four types of radiant energy should the welder guard against?
3. What effects can metal fumes have?
4. How can sparks and slag be a hazard?
5. What two main hazards may result from the use of electricity?
6. What chemical sources can the welder be exposed to?
7. What are four welding heat sources that may cause fires?
8. What four causes of explosions must the welder guard against?

### **WELDING SAFETY TEST**

1. Name the three natural clothing materials that are recommended for welders.
2. What laundry product reduces the ability of clothing to repel sparks?
3. Why are synthetic materials not recommended for welders?
4. Give two requirements regarding the fit of welding goggles.
5. What device should be used to prevent fumes from accumulating in a poorly ventilated area?
6. What are two functions of earmuffs and earplugs in welding?
7. Name three things that can affect the seal of a full-face respirator.

## **WELDING FIRES AND EXPLOSIONS TEST**

1. How do air ducts and shafts increase fire hazards?
2. What danger is posed by excessive oxygen in the atmosphere?
3. What must flammable gasses, vapours, liquids or dusts be mixed with to create an explosive atmosphere?
4. Why should gas cylinders, hoses and torches be kept outside a confined space where welding is being done?

## **WELDING FUMES AND GASSES TEST**

1. To reduce the danger of fumes, what is the first, simplest, and most basic precaution?
2. What product, used to treat metal surfaces, will produce phosphine gas?
3. What gas may be produced by degreasing fluids?
4. What plastic material should be stripped or removed from the weld area before welding or cutting?
5. What vapours change into a dangerous gas when acted upon by ultraviolet light?
6. What causes negative pressure in some respirator face pieces?
7. Which is best, a negative or a positive pressure face piece?
8. If the cartridge or canister of an air-purifying respirator becomes hot, what does this signify?
9. Name four factors, other than clothing, that can interfere with the fit of a respirator face piece.

## CONTAINERS AND WELDING TEST

1. If it is not known what substance a container has held, what should you assume?
2. Name four substances whose dust are flammable.
3. What gas may be produced when an acid reacts with a metal container?
4. Name three methods of cleaning a container.
5. Name the five major steps that must be taken before welding or cutting on a container.
6. How does purging a vessel differ from cleaning?
7. What does it mean to "isolate" a container?
8. At the same voltages, why is ac more dangerous than dc?

## ANSWERS TO THE WELDING HAZARDS TEST

1. Ten welding hazards:
  - a. radiant energy
  - b. temperature extremes
  - c. fumes and gasses
  - d. noise
  - e. sparks and slag
  - f. electrical shock
  - g. chemicals
  - h. fires
  - i. explosions
  - j. tripping hazards
2. Four types of radiant energy:
  - a. visible light
  - b. ultraviolet light
  - c. infrared rays
  - d. x-rays and gamma rays
3. Metal fumes can damage the lining of the lungs. Prolonged exposure can damage other organs, or cause death.
4. Sparks and slag can cause fires, burn exposed parts of the body, damage hearing, and cause eye injuries.
5. Two electrical hazards are: shock and burns.
6. Among the chemical sources the welder may be exposed to are fluxes, anti-spatter compounds, glues, rust inhibitors, paints, degreasers, and plastics.

7. Some welding heat sources which cause fires:
  - a. the torch flame;
  - b. sparks from welding, cutting and grinding;
  - c. used welding rods and electrode stubs;
  - d. the weld deposit;
  - e. the base metal;
  - f. slag.
8. Some causes of explosions in welding operations:
  - a. using equipment incorrectly;
  - b. using damaged equipment or containers;
  - c. welding on a pressurized container;
  - d. welding in the presence of explosive materials.

### **ANSWERS TO WELDING SAFETY TEST**

1. Cotton, wool and leather are recommended for clothes.
2. Fabric softeners decrease clothes ability to repel sparks.
3. Synthetics may melt where sparks land. Note: some specialized synthetic materials can provide a short-term flame barrier.
4. Welding goggles should fit over safety glasses or spectacles and should make full-face contact.
5. A portable exhaust fan helps vent an area.
6. Earmuffs and plugs help to exclude noise and sparks.
7. Facial hair, clothing, goggles and spectacles can affect the seal.

## **ANSWERS TO WELDING FIRES AND EXPLOSIONS HAZARDS TEST**

1. Air ducts and shafts carry sparks to distant areas.
2. Excess oxygen causes materials to burn, which are not normally combustible, or causes them to burn more fiercely.
3. Oxygen, (or the oxygen in air) must mix with substances to make them combustible.
4. Because they may leak, allowing gasses to accumulate in the atmosphere.

## **ANSWERS TO WELDING FUMES AND GASSES TEST**

1. Staying to one side of the welding plume is the first defense.
2. Rust inhibitors produce phosphine gas.
3. Phosgene may be produced by degreasers.
4. Teflon-type plastics should be stripped or removed from the weld area.
5. The vapours of chlorinated hydrocarbon degreasers become a dangerous gas.
6. The wearer inhaling causes negative pressure.
7. A positive pressure face piece is best.
8. That a high concentration of gas or vapour is being encountered when a cartridge or 45 canister becomes hot.
9. Sideburns, beard, mustache, eyeglasses and goggles interfere with a respirator's fit.

## **ANSWERS TO CONTAINERS AND WELDING TEST**

1. Assume that the container has held a flammable substance if you are unsure about the contents.
2. Sugar, wheat, coal and wood have flammable dusts.
3. Hydrogen is produced.
4. Three ways to clean a container:
  - a. wash with water
  - b. low pressure steam
  - c. chemical plus low pressure steam
5. Prior to welding or cutting:
  - a. identify contents
  - b. determine internal combustion
  - c. clean
  - d. purge
  - e. isolate
6. Cleaning is intended to remove the bulk of liquids, solids and vapours. Purging is intended to displace any remaining vapours and to exclude air.
7. To isolate a container is to disconnect or blank off any pipes leading into it which carry dangerous substances.
8. Alternating current can cause spasms that tighten the grip on a conductor; DC has the power to throw a person away from the conductor.



## MANUFACTURING EQUIPMENT SAFETY GUIDELINES CULMINATING ACTIVITY

Each piece of equipment we use in the manufacturing facility has specific safety and operating guidelines and procedures. The purpose of this activity is to research the equipment and produce safety information sheets on all of the equipment. The safety sheets will be laminated and used as reference material for all manufacturing technology students. You must include the following information on all safety information sheets:

1. **name of equipment (i.e., Plasma arc cutter)**
2. **function of equipment (i.e., Cut and shape metal)**
3. **safety guidelines**
4. **correct operating procedures**

You are developing important mandatory material that will be used by all manufacturing students. The information sheets must be precise and easy to follow. Material reference information such as equipment manuals provided by the manufacturer is your main source. The web may give you additional information as well as the training you received through the manufacturing program. If you have any questions at any time, please ask!

### Equipment list:

Engine Lathe  
Vertical Milling Machine  
Oxy-Acetylene Welder  
MIG Welder  
TIG Welder  
Horizontal Bandsaw  
Vertical Bandsaw  
Arbor Press  
Plasma Arc Cutter  
Squaring Shear  
Pedestal Grinder  
Tube Bender  
Angle Grinder  
Robot

Sample

## Manufacturing Facilities Health and Safety Inspection Checklist

Teacher Inspecting: \_\_\_\_\_

Student Inspecting: \_\_\_\_\_

Date of Inspection: \_\_\_\_\_

AREA INSPECTED	CONDITION	ACTIONS NEEDED	DATE RECTIFIED
Outlets			
Electrical Equipment and Extension Cords			
Emergency Power Switches/Breakers			
Fire Extinguishers			
Exit and Light Fixtures			
Exhaust Fans and Hoods			
Traffic Areas			
Ceiling Tiles and Fixtures			
Floor Tiles/Carpet and Surfaces			
Sink Area and Cleaning Areas			
Chemical Storage and Labeling			
Eye Wash Station			
First Aid Kit			
Safety Glasses/Goggles			

## Sample WHMIS 2015 and SDS Quiz

### Section 1

Define WMHIS and SDS.

What is the responsibility of the employer in regards to WHMIS2015 according to the Occupational Health and Safety Act of Ontario?

### Section 2: Multiple Choice

1. If a hazardous material has more than 100 milliliters in one container, the label must have additional information which includes:
  - a) the company's chemist
  - b) risk time factor
  - c) b and d
  - d) precautionary measures while exposed to the product
2. Workplace labels must contain a material identifier or product name, reference to a SDS, precautionary steps, and:
  - a) an emergency phone number
  - b) the hospitals phone number
  - c) first aid measures
  - d) the company's phone number
3. In Canada a suppliers WHMIS2015 label must be written in:
  - a) French
  - b) English
  - b) Chinese
  - d) both Official Languages
4. A supplier when selling a hazardous material product must include:
  - a) a rebate
  - b) SDS
  - b) WHMIS2015
  - d) OH&S
5. A Safety Data Sheet should be:
  - a) kept on file forever
  - b) read and then thrown out
  - c) photo copied for all workers
  - d) placed in a binder and kept for 3 years

### Answer Key:

#### Section 1

1. Workplace Hazardous Material Information System, Safety Data Sheets
2. To inform employees of hazardous materials.

Section 2: Multiple Choice: 1. c 2. c 3. d 4. b 5. d

# GENERAL SAFETY QUIZ

Name: \_\_\_\_\_

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

The following are True or False questions. Write T for true or F for False for each question.

1. If you are uncertain about something in the shop, it is okay to ask a peer.
2. If the fire alarm sounds, continue working until told to stop.
3. Shop equipment needs to be cleaned only at the end of the period each day.
4. It is okay to bring a drink into the shop as long as none of the equipment is running.
5. Any adjustments to a machine must be made with the power off.
6. It is okay to talk to a person while they are using a piece of equipment, as long as you do not distract them.
7. It is okay to use a flat screwdriver to scrape some old paint off of a piece of metal.
8. The first aid kit can be stored in the school main office so no one steals the contents.
9. A class "D" fire extinguisher is a must in a manufacturing shop.
10. Once you have passed the safety test/quiz on a piece of equipment you may use the equipment any time without permission.
11. Minor injuries need not be reported.
12. If a machine does not work, report it to the instructor.
13. All guards must be in place and properly working before using the equipment.
14. A safety zone is an area where shop rules do not apply.
15. As long as no one is using the equipment after you, leave it running until you need

16. it again.
17. Safety equipment is necessary only when power is on.
18. A safety zone is an area where shop rules do not apply.
19. Long hair must be tied back before using any power tool.
20. Before working in a construction shop you should know where the emergency exits are.
21. Any adjustments to a machine must be made with the power off.

**Answer Key**

1. F	2. T	3. F	4. F	5. F
6. F	7. F	8. F	9. F	10. F
11. T	12. T	13. F	14. T	15. F
16. F	17. F	18. T	19. T	20. T

# GENERAL SAFETY RULES QUIZ

**Name:** \_\_\_\_\_

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

Write the rule that relates to the following statements:

1. Using the proper tool for the job.
2. How to carry tools.
3. Electrical cords and plugs.
4. Portable tools when not in use.
5. Securing your work.
6. Safety guards.
7. Moving parts on equipment.
8. How many people operate machines at one time, what do partners do?
9. Make sure it is completely stopped before leaving.
10. Broken or damaged tools.

# BAND SAW SAFETY QUIZ

Name: \_\_\_\_\_

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

1. When using the band saw, \_\_\_\_\_ are required when making curved cuts.
2. You should adjust the \_\_\_\_\_ above the work before beginning to cut.
3. Narrow blades are best suited for cutting \_\_\_\_\_.
4. When cutting with the band saw, the blade should cut on the \_\_\_\_\_ side of the work piece.
5. When using the band saw, plan your cuts carefully. Saw curves gradually. Sudden twists will cause the blade to \_\_\_\_\_ or \_\_\_\_\_.
6. When using the band saw, keep your hands \_\_\_\_\_ or \_\_\_\_\_ the blade. Never in front.
7. Inspect all \_\_\_\_\_ before using any saw.
8. Always support \_\_\_\_\_ pieces.
9. Use \_\_\_\_\_ sticks on small pieces.
10. Use the \_\_\_\_\_ when changing blades.

**WORD BANK:**

relief cuts, upper guide, tight, waste, bind, break, beside, behind, guards, round, push, lock-out

# HORIZONTAL BANDSAW SAFETY QUIZ

Name: \_\_\_\_\_

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

1. Always wear \_\_\_\_\_ when operating the horizontal bandsaw.
2. Ensure all \_\_\_\_\_ are fitted, secure and functional.
3. Ensure the hydraulic \_\_\_\_\_ mechanism is functioning, and the head of the unit is locked in the upward position.
4. Check the \_\_\_\_\_ to ensure it is in good condition.
5. Check for proper blade speed, \_\_\_\_\_ and tracking.
6. Clamp the workpiece firmly into the \_\_\_\_\_.
7. Long material must be properly \_\_\_\_\_.
8. Allow the blade to come down \_\_\_\_\_ until the teeth are contacting the material.
9. Keep your \_\_\_\_\_ away from blade and cutting area.
10. Turn off the machine and bring it to a complete \_\_\_\_\_ if the blade needs to be lifted out of an incomplete or jammed cut.
11. Ensure the cutting head is locked in the \_\_\_\_\_ position before removing the workpiece from the vice.

**WORD BANK:**

safety glasses, upward, supported, damping, fingers, vice, guards, slowly, blade, tension, stop



# BELT AND DISK SANDER SAFETY QUIZ

Name: \_\_\_\_\_

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

1. Wear \_\_\_\_\_ goggles or a face shield.
2. Secure the \_\_\_\_\_ position before beginning sanding procedures.
3. Check the \_\_\_\_\_ of the disk. Work on the downward side of the motion.
4. Wear a \_\_\_\_\_ mask when sanding treated wood. Put the vacuum on.
5. Only one person \_\_\_\_\_ the machine at a time.
6. Remove \_\_\_\_\_ and tie back \_\_\_\_\_ hair.
7. Let the work \_\_\_\_\_ on the table and do not force it into the disk or the belt.
8. Keep your \_\_\_\_\_ away from the edge that contacts the sandpaper.

**WORD BANK:**

safety, jewellery, long, dust, table, rest, fingers, rotation, operates

# DRILL PRESS SAFETY QUIZ

Name: \_\_\_\_\_

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

1. Always keep \_\_\_\_\_ around drill press clean and free of oil and grease.
2. Always wear \_\_\_\_\_ when operating the drill press.
3. Keep your \_\_\_\_\_ and loose \_\_\_\_\_ away from revolving parts.
4. The work piece should be \_\_\_\_\_ before drilling to prevent any accidents.
5. Never clear metal chips with your \_\_\_\_\_ always use a \_\_\_\_\_.
6. Forcing a drill into the work can cause the drill to \_\_\_\_\_.
7. Never attempt to hold the work piece by \_\_\_\_\_ when drilling.
8. Always remove \_\_\_\_\_ from a hole that has been drilled.
9. Never leave the \_\_\_\_\_ in the spindle.

## WORD BANK:

break, floor, chuck, hand, safety glasses, burrs, clamped, clothing, hands, brush, key, head

# FLUID POWER SAFETY QUIZ

Name: \_\_\_\_\_

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

1. Always wear appropriate \_\_\_\_\_ when working with fluid power systems. This includes eye protection (safety glasses) but may also include gloves and aprons to protect against the corrosive effects of some fluids.
2. Before working on a fluid power system, remove \_\_\_\_\_ from the system by operating components and/or removing the fluid power source.
3. Some hydraulic fluid vapours can be quite harmful if \_\_\_\_\_. Be aware of this hazard and wear a ventilator if appropriate.
4. Accumulators often contain hydraulic and \_\_\_\_\_ pressure. Ensure all pressure in an accumulator is released before working on the device.
5. Be careful not to unload a \_\_\_\_\_ that may cause parts to fly during component disassembly.
6. Over torque of fasteners may \_\_\_\_\_ fluid power components and cause failure of parts when placed under pressure.
7. Use extreme caution when starting up a system for the \_\_\_\_\_ time or after having completed maintenance/modifications.
8. Keep your work area clean and free of spilled \_\_\_\_\_.
9. Ensure proper \_\_\_\_\_ are in place where there are moving parts of a fluid power system.

**WORD BANK:**

distort, pressure, inhaled, fluids, PPE, spring force, air, first, guards

# LASER CUTTING SAFETY QUIZ

Name: \_\_\_\_\_

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

1. NEVER LEAVE THE LASER CUTTER when it is \_\_\_\_\_
  - A. in operation
  - B. on
  - C. in the middle of a job
  - D. being maintained
2. Do not use this machine unless \_\_\_\_\_
  - A. it is cutter clean and free of debris
  - B. the fume extraction system is on
  - C. 200
  - D. 400
3. This type of plastic releases toxic gasses when melted. Use proper ventilation when operating the printer.
  - A. PLA
  - B. ABC
  - C. ABS
  - D. PVC
4. When setting up a file to be cut. The laser cutter should be set to \_\_\_\_\_
  - A. Full power
  - B. The lightest power available
  - C. The appropriate power and speed based on the material being cut
  - D. All of the above
5. Why is ventilation/extraction required?
  - A. Reduction of fire hazard
  - B. To reduce smoke and smell
  - C. To keep the machine clean
  - D. All of the above

# PEDESTALGRINDER SAFETY QUIZ

Name: \_\_\_\_\_

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

1. Always use a \_\_\_\_\_ or goggles when grinding.
2. Inspect the \_\_\_\_\_ wheel before starting the machine.
3. Check the \_\_\_\_\_ of the tool rest. It should not exceed \_\_\_\_\_ of an inch.
4. When starting up the grinder always \_\_\_\_\_ to one side, not directly in front of the wheel.
5. Check the \_\_\_\_\_ of wheel. Excessive revolutions could cause the wheel to shatter.
6. Only use the \_\_\_\_\_ of the wheel.
7. Feed the work into the wheel \_\_\_\_\_.
8. Shut off the machine immediately if the wheel begins to \_\_\_\_\_ or vibrate.
9. Never use \_\_\_\_\_ or hands to stop any grinder.

**WORD BANK:**stand, clearance, one-eighth, speed, face mask, condition, face, tools, gradually, chatter

# HAND TOOLS SAFETY QUIZ

Name: \_\_\_\_\_

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

1. Hand tools in \_\_\_\_\_ condition are responsible for many injuries.
2. After use, \_\_\_\_\_ and return the tool to its proper place.
3. All \_\_\_\_\_ should be removed before beginning work.
4. \_\_\_\_\_ are the cause of many accidents. Use only sharp tools that are in good condition.
5. Always push a chisel \_\_\_\_\_ from yourself.
6. Keep \_\_\_\_\_ hands on the chisel, unless striking it with a mallet.
7. Use the \_\_\_\_\_ tool for the job.
8. Always use a file with a \_\_\_\_\_. Protect your hand from serious injury.
9. Wear \_\_\_\_\_ whenever you use striking tools.
10. Never \_\_\_\_\_ behind a person swinging a hammer.

## WORD BANK:

eye protection, both, blunt cutting tools, handle, stand, poor, clean, away, jewelry, proper

# METAL LATHE SAFETY QUIZ

Name: \_\_\_\_\_

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

1. Always wear \_\_\_\_\_ when operating the engine lathe.
2. Remove \_\_\_\_\_ and tie back \_\_\_\_\_ hair.
3. Ensure you are familiar with \_\_\_\_\_ and \_\_\_\_\_ of ON/OFF and Emergency Stop switches.
4. Make all adjustments/measurements to tools and workpieces with the \_\_\_\_\_ off.
5. Remove the \_\_\_\_\_ before starting the lathe.
6. Check the tool bit and \_\_\_\_\_ for security before operating the machine.
7. Make sure the \_\_\_\_\_ is sharp and has proper clearance before beginning lathe work.
8. Never leave the lathe running \_\_\_\_\_.
9. Keep your \_\_\_\_\_ away from chuck until it has come to a complete stop.
10. Remove metal chips and cuttings with a \_\_\_\_\_.

**WORD BANK:**

safety glasses, jewelry, long, brush, workpiece, fingers, chuck key, power, location, operation, tool bit, unattended

# PLC SAFETY QUIZ

Name: \_\_\_\_\_

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

1. Minimum PPE for working with PLC's are \_\_\_\_\_ safety glasses.

2. Ensure \_\_\_\_\_ power is completely turned off when installing or replacing wiring.

3. Use wiring \_\_\_\_\_ or solid wires for wiring to the PLC.

4. Make all \_\_\_\_\_ to the PLC and its associated components with the power off.

5. Tightening terminal screws to the specified \_\_\_\_\_ will prevent damage and possible failure of the PLC.

6. Excessive \_\_\_\_\_ of wires or cables where they attach to the PLC may lead to wire failure and become an electrical hazard.

7. To avoid electrical shock, make sure that \_\_\_\_\_ are in place and securely attached.

**WORD BANK:**

external, adjustments/measurements, CSA approved, terminals, bending, torque, terminal covers



# PLASMA ARC CUTTER SAFETY QUIZ

Name: \_\_\_\_\_

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

1. A minimum \_\_\_\_\_ #5 should be used when plasma arc cutting.
2. \_\_\_\_\_ clothing should not be worn when plasma arc cutting because they are highly flammable.
3. The \_\_\_\_\_ plume when plasma arc cutting is large and needs to be well ventilated.
4. Avoid cutting with the plasma arc cutter in \_\_\_\_\_ locations.
5. PPE including shaded lens, gloves, leather apron and \_\_\_\_\_ are recommended for plasma arc cutting operations.
6. Avoid using the plasma arc cutter in areas where \_\_\_\_\_ gasses are stored.
7. Attach the \_\_\_\_\_ securely to the workpiece or the work table with good metal to metal contact.
8. Do not connect work cable to material that will \_\_\_\_\_ when the cut is complete.
9. \_\_\_\_\_ hot metal or allow it to cool before handling or letting it touch combustible materials.

**WORD BANK:**

work cable, shaded lens, fume, synthetic, combustible, damp or wet, hearing protection, quench, fall away

# ROBOTICS SAFETY QUIZ

Name: \_\_\_\_\_

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

1. Always wear \_\_\_\_\_ when working with robotic equipment.
2. Ensure that adequate \_\_\_\_\_ such as safety barriers or light curtains are installed around the robot work area.
3. Ensure you are familiar with \_\_\_\_\_ and \_\_\_\_\_ of ON/OFF and Emergency Stop switches.
4. Inspect the robot on a \_\_\_\_\_ basis to ensure that all moving parts are in good working order.
5. Remove the \_\_\_\_\_ before making adjustments to the robot or equipment or materials within the robot work area.
6. The robot work cell must \_\_\_\_\_ with applicable local and national standards.
7. Make sure the \_\_\_\_\_ limits for the robot are not exceeded.
8. Never leave the robot running \_\_\_\_\_.
9. Operate the robot in a \_\_\_\_\_ sequence when running new or modified programs for the first time.

**WORD BANK:**

safety glasses, safeguards, single step, comply, power, location, operation, regular, unattended, payload

# SHEET METAL TOOL SAFETY QUIZ

Name: \_\_\_\_\_

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

1. Ensure the machine is \_\_\_\_\_ attached to bench top or floor.
2. \_\_\_\_\_ are minimum PPE for sheet metal work.
3. Cutting sheet metal often creates sharp edges. Wear \_\_\_\_\_ and use caution when handling sharp edges of sheet metal.
4. Work areas need to be clean and free of \_\_\_\_\_.
5. Ensure that the tool is rated to cut the \_\_\_\_\_ of metal you're using.
6. Use the \_\_\_\_\_ to cut only sheet metal. Cutting other materials such as wire can damage the machine, making it unsafe for future use.
7. Avoid using excessive \_\_\_\_\_ when operating any sheet metal tool.
8. Ensure all \_\_\_\_\_ are in place and properly functioning.
9. Keep \_\_\_\_\_ away from working areas.
10. One person only should \_\_\_\_\_ a machine at any time.

**WORD BANK:**

hands and feet, gloves, operate, force, guards, safety glasses, gauge, debris, shear, securely

# SURFACE GRINDER SAFETY QUIZ

Name: \_\_\_\_\_

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

1. Always wear \_\_\_\_\_ when operating a surface grinder.
2. Operate the surface grinder only after you have received \_\_\_\_\_ and permission from the instructor.
3. Always \_\_\_\_\_ test the grinding wheel before mounting it to the machine.
4. When \_\_\_\_\_ a grinder always stand to one side of the \_\_\_\_\_ and make sure no one is in line with the grinding wheel in case of breakage.
5. Ensure that the grinding wheel clears the \_\_\_\_\_ before starting the grinder.
6. Ensure the wheel \_\_\_\_\_ is in place and it covers \_\_\_\_\_ the wheel.
7. Ensure the \_\_\_\_\_ is on and holding the workpiece by trying to remove the work.
8. Never attempt to \_\_\_\_\_ the magnetic chuck or mount or remove work until the \_\_\_\_\_ has stopped completely.

**WORD BANK:**

wheel, guard, safety glasses, instruction, clean, ring, starting, work, half, magnetic chuck, wheel

# VERTICAL MILL SAFETY QUIZ

Name: \_\_\_\_\_

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

1. Always wear \_\_\_\_\_ when operating a vertical milling machine.
2. Ensure \_\_\_\_\_ and \_\_\_\_\_ are mounted securely before starting motor and making a cut.
3. Remove chips and cut off material with a \_\_\_\_\_ when the machine comes to a complete \_\_\_\_\_.
4. Work areas need to be clean and free of \_\_\_\_\_.
5. When setting up or removing a \_\_\_\_\_ from its holder proper precaution should be taken to avoid getting injured.
6. Keep \_\_\_\_\_ away from revolving parts.
7. One person only should \_\_\_\_\_ a machine at any time.
8. Never \_\_\_\_\_ or \_\_\_\_\_ work until cutter is completely stopped.

**WORD BANK:**

cutter, adjust, brush, milling cutter, hands, safety glasses, stop, work piece, operate, debris, measure

## 3D Printer Quiz

1. Always wear proper \_\_\_\_\_ when operating the 3D Printer. i.e. safety glasses, goggles, gloves, or lab coats.
2. Be sure to read and understand the \_\_\_\_\_ before operating.
3. Limit equipment access to trained or \_\_\_\_\_.
4. Before beginning a 3D print, make sure the \_\_\_\_\_ is clear of \_\_\_\_\_ material, debris, tools or other objects.
5. Use enclosures for 3D printers and proper \_\_\_\_\_ to capture chemical emissions.
6. There is a slight smell from ABS when it is being extruded. A well-ventilated room is recommended; however when printing, keep the printer away from any \_\_\_\_\_ as this can affect the \_\_\_\_\_ of ABS prints.
7. Using a printer \_\_\_\_\_ with lower emissions is recommended.
8. Never reach inside the 3D printer while it is in operation. In addition to the risk of \_\_\_\_\_, injury from moving mechanical parts or electric shock.
9. Never touch the extruder nozzles. They reach temperatures in excess of \_\_\_\_\_ Celsius and may be hot enough to cause a serious burn during operation, or when heating up and cooling down. Use needle nose pliers to remove bits of debris from the nozzles.
10. Always refer to the owners manual for instructions on \_\_\_\_\_ filament.
11. Reduce time spent near the printer while it is running to limit \_\_\_\_\_ to fumes.
12. Use caution when removing parts from the \_\_\_\_\_ as the extruder and build platform may be hot.
13. Use only the \_\_\_\_\_ supplied with the printer, or the printer may be damaged, with a risk of fire.
14. Consult the Safety Data Sheets (SDSs) for safety information regarding the \_\_\_\_\_ you will be using.
15. Always reference the \_\_\_\_\_ before operating and servicing equipment.

Word Bank: PPE, owner's manual, authorized personnel, bed, build, ventilation, drafts, warping, filament, burn, 200 degrees, adding or removing, exposure, build platform, power adapter, filament, owner's manual

# CNC Plasma Cutter Quiz

1. Always wear proper \_\_\_\_\_ when operating the CNC Plasma Cutter. i.e. safety glasses or goggles with shade appropriate lenses, welding gloves for handling material after cutting, etc.
2. Any CNC machine may operate \_\_\_\_\_ without warning. Only a trained individual familiar with the software, machine and computer system should operate this equipment.
3. Be aware and know the position of the on/off switches and \_\_\_\_\_ **STOP** button.
4. Keep the immediate work area around the CNC Plasma Cutter clear of materials that might cause \_\_\_\_\_ with machine operation.
5. Ensure the \_\_\_\_\_ is on and functioning properly before beginning to cut.
6. Always refer to the \_\_\_\_\_ for proper speeds and feeds for the material type and thickness.
7. Do not leave the CNC Plasma Cutter \_\_\_\_\_ when the machine is running
8. Check the area around the CNC Plasma Cutter to ensure it is free from \_\_\_\_\_ materials.
9. Never use the CNC Plasma Cutter in areas where \_\_\_\_\_ or explosive gasses or materials are located.
10. \_\_\_\_\_ the machine before performing any service or repair on the CNC Plasma Cutter.
11. \_\_\_\_\_ is recommended when using the plasma arc cutter.
12. Use pliers, clamps or welding tongs to hold \_\_\_\_\_ metal.
13. \_\_\_\_\_ hot metal or allow it to cool before handling.
14. Make sure others in the work area are protected from \_\_\_\_\_, fumes and splatter.
15. Always reference the owner's manual before operating and servicing equipment.



Word Bank: PPE, automatically, emergency, interference, exhaust fan, owner's manual, unattended, combustible, combustible, Lock out, Hearing protection, hot, Quench, plasma arc rays

# UNDERSTANDING WHMIS 2015

What do the letters in WHMIS2015 represent>

W-

H -

M -

I -





S -






WHAT IS WHMIS2015?

WHAT IS A SAFETY DATA SHEET (SDS)?

WHERE WOULD A SDS BE FOUND?


WHAT TYPE OF INFORMATION WOULD YOU FIND ON AN SDS?

UNDERSTANDING WHMIS2015 (cont'd)			
SYMBOL	RISKS	PRECAUTIONS	EXAMPLE
			
			
			
			
UNDERSTANDING WHMIS2015 (cont'd)			

SYMBOL	RISKS	PRECAUTIONS	EXAMPLE
			
			
			
			
			

## SUPPLIER LABEL STUDENT HANDOUT

Identify the required information on this sample WHMIS2015 label:  
(Note border may be hatched, but is not required)

<h1>Product K1 / Produit K1</h1>	
	
<h2>Danger</h2> <p>Fatal if swallowed. Causes skin irritation.</p> <p><b>Precautions:</b> Wear protective gloves. Wash hands thoroughly after handling. Do not eat, drink or smoke when using this product.</p> <p>Store locked up. Dispose of contents/containers in accordance with local regulations.</p> <p>IF ON SKIN: Wash with plenty of water. If skin irritation occurs: Get medical advice or attention. Take off contaminated clothing and wash it before reuse. IF SWALLOWED: Immediately call a POISON CENTRE or doctor. Rinse mouth.</p>	<h2>Danger</h2> <p>Mortel en cas d'ingestion. Provoque une irritation cutanée.</p> <p><b>Conseils :</b> Porter des gants de protection. Se laver les mains soigneusement après manipulation. Ne pas manger, boire ou fumer en manipulant ce produit.</p> <p>Garder sous clef. Éliminer le contenu/récipient conformément aux règlements locaux en vigueur.</p> <p>EN CAS DE CONTACT AVEC LA PEAU : Laver abondamment à l'eau. En cas d'irritation cutanée : Demander un avis médical/consulter un médecin. Enlever les vêtements contaminés et les laver avant réutilisation. EN CAS D'INGESTION : Appeler immédiatement un CENTRE ANTIPOISON ou un médecin. Rincer la bouche.</p>
<p>Compagnie XYZ, 123 rue Machin St, Mytown, ON, N0N 0N0 (123) 456-7890</p>	

## SECTION 4: SAFETY PASSPORTS

This section contains Safety Passports, which provide a means to track individual student safety knowledge and skills. These Safety Passports ensure that students have passed the required safety tests and understand the safety procedures and rules specific to the tools and equipment.

It is recommended that all teachers keep records of signed passports at all times.

Safety Passports may be signed by teachers, parents and students before working on any workshop machine or tool. Signing signifies completion of safety training and testing. There are three variations; teachers may select the most appropriate method to suit their needs. Ensure that the selected passports meet board and school policies.

**Safety Record Card:** for individual student records their proficiency rating for each machine on one sheet.

**Safety Passport: Form 1:** single sheet for individual student and machine, has signature area and note area to be used in student notebook

**Safety Passport Form 2:** sheets for individual students listing machines, for teacher record book

**Safety Passport Form 3:** individual machine for each individual student, has line for parent signature to be used as a safety reinforcement or authorization, (see principal for permissions)

### NOTE:

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Please see specific equipment manuals for further safety information, as well as local, Board and school policies and regulations.

## Sample Student Safety Record Card

Student Information				Levels Chart			
<b>Name:</b>  <b>Student #:</b>  <b>Grade:</b> <b>Course/Section:</b>				<b>Rating 1:</b> May set-up equipment only, Instructor must do the work. <b>Rating 2:</b> Use only with an instructor's assistance. <b>Rating 3:</b> Full use with an instructor standing by to supervise. <b>Rating 4:</b> Full use of machine with an instructor's permission. (Note: Lower levels can be upgraded to higher levels with further instruction, practice and proof of competence. <b>All students</b> must have Instructor's permission before using any equipment.)			
Manufacturing Equipment				Manufacturing Equipment			
Equipment	Rate	Sign	Date	Equipment	Rate	Sign	Date
Arbor Press				Radial Drill Press			
SMAW Welder				Squaring Shear			
GMAW Welder				Metal Roller			
GTAW Welder				Sheet Metal Brake			
Oxy-Acetylene Welder				Tube Bender			
Plasma Arc Cutter				Angle Grinder			
Beverly Shear				PLC			
Drill Press				Belt/Disk Sander			
Pedestal Grinder							
Vertical Bandsaw							
Horizontal Bandsaw							
Abrasive Cut Off Saw							
Engine Lathe							
Vertical Milling Machine							
Horizontal Milling Machine							
Surface Grinder							
CNC Milling Machine							
CNC Plasma Arc Cutter							
Robotics							

## Technology Lab Safety Passport

The purpose of the safety passport is to ensure that students are fully aware of all safety features on each piece of equipment in the technical facility prior to using them independently.

The general process is as follows:

1. **Teacher Demonstration:** When the teacher introduces a new piece of equipment, the student records the date of the safety demonstration on their safety passport. This is to be initialed by the teacher (see sample below). The teacher demonstrates techniques for the safe operation and procedures, as well as use of personal protective equipment (e.g. eye protection, secure loose hair, remove jewelry, protective clothing, etc.). Students prepare notes in their notebooks. This safety note is carefully recorded in each student's notebook along with the signed passport. The teacher also carefully notes attendance for that day in their daybook if any students are absent for the safety lesson; makeup opportunities must be provided.
2. **Test:** Each student should complete a written (or oral) test on the safe operation or procedure, outlining all safety features that must be observed. The individual tests are designed to complement any general facility safety rules. Upon satisfactory completion of the test the student dates the "tested" column and teacher initials this as complete.  
**IMPORTANT NOTE: A copy of the test should be kept by the teacher.**
3. **Student Demonstration:** Students must demonstrate to the teacher that they have a thorough knowledge of the safety rules for the equipment and are able to demonstrate their competency on the equipment. Once the teacher has observed the required safe setup and operation of the equipment by a student the teacher signs off that portion of their passport.
4. Once the student has completed #1, 2 and 3, the teacher signs the final column of the student's safety passport indicating they have permission to use that equipment or perform the procedures. Students must be able to provide the teacher with their signed passport for that equipment each time they wish to use that equipment.

Note: Three forms are provided, Form 1 can be used as a student notebook form for each machine; Form 2 can be used for signing several machines per student. With the 2nd form, students keep safety notes on separate paper. The third form requires one sheet per tool per student, and may be used in the student notebook or kept on file by the teacher (or both).



## Safety Passport Form 1

Student Name: \_\_\_\_\_ Course/class: \_\_\_\_\_

Equipment: _____							
Attended Teacher Safety Instruction and Demonstration (notes recorded)		Passed Written or Oral Testing		Demonstrated Safe Setup and Operation of Equipment to Teacher		Granted Permission to use Equipment by Teacher	
Date of Lesson	Teacher Initial	Date Tested	Teacher Initial	Date of Demo.	Teacher Initial	Date	Teacher Initial

### NOTES:

## Safety Passport Form 2

**Student Name:** \_\_\_\_\_ **Course/Class:** \_\_\_\_\_

<b>Equipment/Procedure:</b> _____							
Attended Teacher Safety Instruction and Demonstration (Notes recorded)		Passed Written or Oral Testing		Demonstrated Safe Set-up and Operation to Teacher		Granted Permission by Teacher	
Date of Lesson	Teacher Initial	Date Tested	Teacher Initial	Date of Demo.	Teacher Initial	Date	Teacher Initial

<b>Equipment/Procedure:</b> _____							
Attended Teacher Safety Instruction and Demonstration (Notes recorded)		Passed Written or Oral Testing		Demonstrated Safe Set-up and Operation to Teacher		Granted Permission by Teacher	
Date of Lesson	Teacher Initial	Date Tested	Teacher Initial	Date of Demo.	Teacher Initial	Date	Teacher Initial

<b>Equipment/Procedure:</b> _____							
Attended Teacher Safety Instruction and Demonstration (Notes recorded)		Passed Written or Oral Testing		Demonstrated Safe Set-up and Operation to Teacher		Granted Permission by Teacher	
Date of Lesson	Teacher Initial	Date Tested	Teacher Initial	Date of Demo.	Teacher Initial	Date	Teacher Initial

## Safety Passport Form 3

### Equipment/Procedure Passport

<b>[EQUIPMENT/PROCEDURE]</b>	
<b>General Conditions</b>	
<b>Personal Protective Equipment</b>	
<b>Possible Risk Factor</b>	
<ul style="list-style-type: none"><li>▪ The student has been trained on this equipment and procedure.</li><li>▪ The student understands the required personal protective equipment to operate this equipment and perform this procedure.</li><li>▪ The student is aware of the possible risk factors.</li></ul>	
<b>Student signature</b>	_____
<b>Teachers signature</b>	_____
<b>Date of training</b>	_____

# ERGONOMICS PASSPORT

## General Conditions

Improper posture, equipment placement, and repetitive use of equipment may cause injuries and pain. Students must be trained on the safe and proper use of equipment before they may begin using them. The student must demonstrate the ability to use the equipment safely.

## Personal Protection

- Proper posture
- Proper equipment placement
- Change in sitting arrangements, etc. to avoid repetitive stress injuries

## Possible Risk Factor

- Spine and back injuries
- Hand Injuries
- Eye strain

- The student has been trained on this equipment.
- The student understands the required personal protective equipment to operate this equipment.
- The student is aware of the possible risk factors.

**Student signature**

\_\_\_\_\_

**Teachers signature**

\_\_\_\_\_

**Date of training**

\_\_\_\_\_

# Air Compressor

1. Wear Personal Protective Equipment (PPE) such as safety glasses, safety goggles, face shields, gloves and proper clothing as appropriate.
  2. Do not operate machines and equipment without the instructor's permission.
  3. Know the purpose of each tool you use and use each for the specific task it was designed to do.
  4. Never use any tool - hand or power tool unless you are trained to do so and are familiar with its use.
  5. Always use the carrying handle to transport the compressor.
  6. Always leave sufficient space (at least 5 meters) between the compressor and the work area in particular, when using tools for spraying liquids.
  7. The compressor must be placed on a stable surface.
  8. Never clean the machine with liquids or solvents when cleaning. Disconnect the machine from the electricity supply by removing the plug and use a damp cloth only.
  9. The compressor is designed for air compression only and must never be used for any other type of gas.
  10. Never direct the jet of air towards persons or animals or your body.
  11. When using compressed air, you must know and comply with the safety precautions to be adopted for the single applications (inflating, pneumatic tools, painting, washing with water-based detergents only, etc.).
  12. Always reference the owner's manual before operating and servicing equipment.
- The student has been trained on this equipment.
  - The student understands the required personal protective equipment to operate this equipment.
  - The student is aware of the possible risk factors.

**Student signature** \_\_\_\_\_

**Teachers signature** \_\_\_\_\_

**Date of training** \_\_\_\_\_

# Arbor Press

1. Wear **EYE PROTECTION AND OTHER PERSONAL PROTECTIVE EQUIPMENT** when using a press.
  2. Mount all work to be pressed squarely.
  3. Choose the appropriate opening for the shaft size to slide through.
  4. Apply pressure in a steady manner; do not hammer down with the handle.
  5. Oil the shaft and bearing while applying pressure.
  6. Maintain pressure until the bearing is seated or disengaged.
  7. If you are pressing out a bearing you should be aware that the shaft may fall to the floor, so watch where your feet are placed.
  8. If the bearing doesn't move, make the teacher aware of the problem. Heat may be applied to the bearing under supervision.
  9. Be aware that if you force too hard you will strain yourself or you may overtax the equipment and it may fail. This may result in the equipment breaking or the bearing flying apart resulting in injury. Injury could result from equipment failure.
  10. Always reference the owner's manual before operating and servicing equipment.
- The student has been trained on this equipment.
  - The student understands the required personal protective equipment to operate this equipment.
  - The student is aware of the possible risk factors.

**Student signature**

\_\_\_\_\_

**Teachers signature**

\_\_\_\_\_

**Date of training**

\_\_\_\_\_

# Arc/MIG/TIG Welding

1. **PROTECT YOUR SKIN** by wearing leather or flame-resistant canvas coat and gloves. **PROTECT YOUR HEAD AND EYES** by wearing an approved welding helmet equipped with a minimum shade 10 lens and protective cover glass. Observers must wear **EYE PROTECTION** (as above).
2. **STUDENTS WEARING CONTACT LENSES MUST NOT USE AN ELECTRIC WELDER** or be exposed to its arc.
3. All welding equipment must be in good operating condition. Never use damaged equipment.
4. **NEVER STRIKE AN ARC** unless you and onlookers have protective lenses in place.
5. Always place a suitable barrier around the work area to protect others from arc radiation. Use shaded screens (shade 8 minimum) when possible. Be aware of others at all times when welding. Notify others that you are about to weld. This is very important if you are not in a protected welding booth.
6. When welding the area must be free of water and your footwear dry.
7. Ensure all connectors are fastened securely.
8. Ensure the ventilation system is turned on and working.
9. Complete a "Hot Work Permit" and check for flammable substances before beginning to weld & **DO NOT** weld pressurized containers
10. Check for flammable substances before beginning to weld.
11. Always clamp ground cable to your work piece. Be aware of any bearings installed on the work piece.
12. Take breaks to help relieve arm fatigue.
13. Always pick up hot pieces using tongs or pliers.
14. All welding equipment must be in good operating condition, never use damaged equipment. Always ensure the teacher is aware of any equipment problems.
15. Always reference the owner's manual before operating and servicing equipment.

- The student has been trained on this equipment.
- The student understands the required personal protective equipment to operate this equipment.
- The student is aware of the possible risk factors.

**Student signature**

\_\_\_\_\_

**Teachers signature**

\_\_\_\_\_

**Date of training**

\_\_\_\_\_



# Band Saw (1)

1. Wear Personal Protective Equipment (PPE) such as safety glasses, safety goggles, face shields, gloves and proper clothing as appropriate.
2. No loose clothing, long hair or jewelry is allowed in the shop.
3. Do not operate the band saw without the instructor's permission.
4. Follow the manufacturer's instructions for changing tool accessories.
5. Be aware of the position of the on/off switches and emergency **STOP** button.
6. Make all adjustments with the power off.
7. Use both hands and keep fingers at least 10cm (4") from the blade at all times; adjust guard prior to turning the saw on.
8. Keep the upper guide less than 5mm (1/4") from the material being cut.
9. Plan your cuts carefully. Saw curves gradually. Sudden twists may cause the blade to bind or break. Use relief cuts if necessary.
10. If the blade breaks, turn the power off immediately and step back. Inform the instructor immediately.
11. Always make short cuts first. Avoid backing out of cuts with the power on. Backing out of a cut may cause the blade to come off the drive wheel.
12. Do not cut cylindrical stock without the use of a V-block clamp.
13. Remove scrap pieces from the table only after the blade has stopped.
  - The student has been trained on this equipment.
  - The student understands the required personal protective equipment to operate this equipment.
  - The student is aware of the possible risk factors.

**Student signature**

\_\_\_\_\_

**Teachers signature**

\_\_\_\_\_

**Date of training**

\_\_\_\_\_

## Band Saw (2)

1. Always operate the saw from the front, never from the side.
  2. Do not leave the band saw until the blade has stopped.
  3. Ensure that the blade is running at full speed before starting a cut.
  4. Cut on the waste side of your line, leaving the pattern line on the work.
  5. Keep your hands beside or behind the blade. Never in front. Use a push stick on small pieces.
  6. Make sure all guards are in place and properly adjusted. Ensure all band wheels are enclosed.
  7. Ensure the blade is tracking correctly and runs freely in the upper and lower guide rollers. Ensure the blade is under proper tension. See your instructor for guidance.
  8. Use band saw blades that are sharp, properly set and otherwise suitable for the job (e.g., the right tooth pitch; tooth form; blade width).
  9. Hold the stock firmly and flat on the table to prevent the stock from turning and drawing your fingers against the blade.
  10. Use a push stick when you remove cut pieces from between the fence and saw blade or when your hands are close to the blade. Keep your hands on either side of the blade - not in line with the cutting line and the blade.
  11. Always reference the owner's manual before operating and servicing equipment.
- The student has been trained on this equipment.
  - The student understands the required personal protective equipment to operate this equipment.
  - The student is aware of the possible risk factors.

**Student signature** \_\_\_\_\_

**Teachers signature** \_\_\_\_\_

**Date of training** \_\_\_\_\_

## Band Saw - Horizontal

1. Wear Personal Protective Equipment (PPE) such as safety glasses, safety goggles, face shields, gloves and proper clothing as appropriate.
2. No loose clothing, long hair or jewelry is allowed in the shop.
3. Do not operate the band saw without the instructor's permission.
4. Be aware of the position of the on/off switches and emergency **STOP** button.
5. Make all adjustments with the power off.
6. Clamp work firmly into the vice. Long material must be supported.
7. Ensure the blade is tracking correctly and runs freely through the blade guides. Ensure the blade is under correct tension. See your instructor for guidance.
8. Ensure that the blade is running at full speed before beginning a cut.
9. Allow the upper head assembly to come down slowly until the blade teeth are cutting the material.
10. Never push down on the cutting head while the saw is cutting.
11. Turn off the machine and bring it to a complete standstill if the blade is to be lifted out of an incomplete or jammed cut.
12. Turn off the machine and bring it to a complete standstill before removing material from the vice area or making adjustments.
13. Ensure the cutting head is locked in the up position before removing workpiece from the vice.
14. Always reference the owner's manual before operating and servicing equipment.

- The student has been trained on this equipment.
- The student understands the required personal protective equipment to operate this equipment.
- The student is aware of the possible risk factors.

**Student signature**

\_\_\_\_\_

**Teachers signature**

\_\_\_\_\_

**Date of training**

\_\_\_\_\_

# Belt and Disk Sander

1. Wear Personal Protective Equipment (PPE) such as safety glasses, safety goggles, face shields, gloves, and proper clothing as appropriate.
  2. No loose clothing, long hair or jewelry is allowed in the shop.
  3. Do not operate the belt and disc sander without the instructor's permission.
  4. Be aware of the position of the on/off switches and emergency **STOP** button.
  5. Remove all the sawdust around the belt/disc sander.
  6. Do not operate if the abrasive paper is loose or torn.
  7. Ensure that power is off when changing the belt.
  8. Sand only on the rotating-*down side surface* of the disc-sander and keep your work firmly on the machine table. Do not free hand sand.
  9. Sand only on dry wood. Never sand metal.
  10. Belt sander roll end and side guards should be properly adjusted and in good condition.
  11. Do not apply excessive force toward the belt or disc. Let the machine do the work.
  12. When working on small pieces, be careful to keep your fingers and knuckles away from the sanding disk.
  13. Always reference the owner's manual before operating and servicing equipment.
- The student has been trained on this equipment.
  - The student understands the required personal protective equipment to operate this equipment.
  - The student is aware of the possible risk factors.

**Student signature** \_\_\_\_\_

**Teachers signature** \_\_\_\_\_

**Date of training** \_\_\_\_\_

# CNC Technologies

1. Any CNC machine may operate automatically without warning. Only a trained individual familiar with the software, machine and computer system should operate this equipment.
  2. Be aware of the position of the on/off switches and emergency **STOP** button.
  3. Keep the immediate work area around the CNC machine clear of materials that might cause interference with machine operation.
  4. Do not leave the CNC machine unattended when power is on to any electronics.
  5. Material cutting operations can create debris. Ensure guards are in place and proper eye protection is worn.
  6. CNC machines in motion can create pinch points in normal operation. Be aware of all areas that may be potentially hazardous when the CNC machine is in motion.
  7. CNC machines may use hard stops as part of a normal setup. While in motion these stops may be contacted creating a crush point.
  8. Mechanical drives are in use while the CNC machine is in operation. Do not attempt to service, adjust or otherwise touch these components while the machine is on.
  9. Certain components of CNC machines are heavy. Use caution when lifting or moving these components. Use team lifting or mechanical lifts when necessary to avoid personal injury.
  10. CNC operations such as plasma arc cutting, machining and routing can cause high noise levels that can exceed safe limits. Use hearing protection as necessary to prevent permanent loss of hearing.
  11. Always reference the owner's manual before operating and servicing equipment.
- The student has been trained on this equipment.
  - The student understands the required personal protective equipment to operate this equipment.
  - The student is aware of the possible risk factors.

**Student signature** \_\_\_\_\_

**Teachers signature** \_\_\_\_\_

**Date of training** \_\_\_\_\_

# CNC Lathe

1. Any CNC machine may operate automatically without warning. Only a trained individual familiar with the software, machine and computer system should operate this equipment.
  2. Be aware and know the position of the on/off switches and emergency **STOP** button.
  3. Keep the immediate work area around the CNC machine clear of materials that might cause interference with machine operation.
  4. Do not leave the CNC machine unattended when power is on to any electronics.
  5. Material cutting operations can create debris and noise. Ensure guards are in place and have proper eye, and hearing protection is worn.
  6. Ensure that the work-piece is secure in the chuck before switching on the machine.
  7. Ensure all tool bits are sharp and properly secured at the correct height and location before attempting to remove any material from the work-piece.
  8. Do not attempt to remove a large depth of cut from material at a single pass.
  9. Make sure the work-piece size is within the limits of the machine traverse on all axes.
  10. CNC machines in motion can create pinch points in normal operation. Be aware of all areas that may be potentially hazardous when the CNC machine is in motion.
  11. Never attempt to make any adjustments or measurements to the work-piece set up until the CNC Lathe has completely stopped.
  12. Move the tool holder as far as possible from the chuck while setting up work in the chuck to avoid injury to your hands.
  13. Mechanical drives are in use while the CNC machine is in operation. Do not attempt to service, adjust or otherwise touch these components while the machine is on.
  14. Certain components of CNC machines are heavy. Use caution when lifting or moving these components. Use team lifting or mechanical lifts when necessary to avoid personal injury.
- The student has been trained on this equipment.
  - The student understands the required personal protective equipment to operate this equipment.
  - The student is aware of the possible risk factors.

**Student signature**

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**Teachers signature**

\_\_\_\_\_

**Date of training**

\_\_\_\_\_

# CNC Milling Machine

1. Any CNC machine may operate automatically without warning. Only a trained individual familiar with the software, machine and computer system should operate this equipment.
2. Be aware and know the position of the on/off switches and emergency **STOP** button.
3. Keep the immediate work area around the CNC machine clear of materials that might cause interference with machine operation.
4. Do not leave the CNC machine unattended when power is on to any electronics.
5. Material cutting operations can create debris and noise. Ensure guards are in place and have proper eye, and hearing protection is worn.
6. Ensure that the work-piece, the work holding device and cutting tool are securely mounted before taking a cut.
7. Make sure the work-piece size is within the limits of the machine travel on all axis.
8. CNC machines in motion can create pinch points in normal operation. Be aware of all areas that may be potentially hazardous when the CNC machine is in motion.
9. Never attempt to make any adjustments or measurements to the work-piece setup until the CNC milling machine has completely stopped.
10. Move the table as far as possible from the cutter while setting up work in the vise to avoid injury to your hands.
11. Mechanical drives are in use while the CNC machine is in operation. Do not attempt to service, adjust or otherwise touch these components while the machine is on.
12. Certain components of CNC machines are heavy. Use caution when lifting or moving these components. Use team lifting or mechanical lifts when necessary to avoid personal injury.
13. Always reference the owner's manual before operating and servicing equipment.



- The student has been trained on this equipment.
- The student understands the required personal protective equipment to operate this equipment.
- The student is aware of the possible risk factors.

**Student signature**

\_\_\_\_\_

**Teachers signature**

\_\_\_\_\_

**Date of training**

\_\_\_\_\_

# Drill Press

1. Make sure that your **FACE SHIELD OR SAFETY GLASSES** and **SAFETY GUARDS** are in place before you start the drill press.
2. Keep the work area and floor clean and free of oil, grease and debris.
3. Always tie back long hair and keep your head and clothes well away from all moving parts of the drill press and never operate with gloves.
4. Operate only after you have received instruction and permission from the instructor.
5. Select only drills that are sharp, in good condition and suitable for the job.
6. Remove **CHUCK KEYS/WRENCHES** from the drill chuck before starting the machine. **Never** secure **CHUCK KEYS/WRENCHES** to the column of drill press with a chain.
7. **CLAMP THE WORK SECURELY** to the table before starting the machine. Attempting to hold the work under the drill with one hand can result in serious and painful injuries.
8. Operate drills at the proper speed and feed. Forcing or trying to feed too quickly can cause drills to break or splinter with the chance of serious injuries.
9. If work slips from the clamp, never attempt to stop it with your hands. Never reach around or behind any rotating drill. Use a V-block for round stock.
10. Always ensure that the machine has been locked out before you attempt to change the belt for speed regulation.
11. If the drill sticks in the work, stop the motor and rotate the drill by hand to free it from the work.
12. As the drill begins to break through the work, ease up on the drilling pressure and allow the drill to break through gradually.
13. File or scrape all burrs from drilled holes. Be sure that the file is fitted with a proper handle.
14. Always clear away chips and curls with a **HAND BRUSH** only when the machine has come to a complete stop– do not use your hands!
15. Always reference the owner's manual before operating and servicing equipment.

- The student has been trained on this equipment.
- The student understands the required personal protective equipment to operate this equipment.
- The student is aware of the possible risk factors.

**Student signature**

**Teachers signature**

**Date of training**

# Radial Arm Drill Press

1. Make sure that your **FACE SHIELD OR SAFETY GLASSES** and **SAFETY GUARDS** are in place before starting the drill press.
2. Keep the work area and floor clean and free of oil, grease and debris.
3. Always tie back long hair and keep your head and clothes well away from all moving parts of the drill press and never operate with gloves.
4. Operate only after you have received instruction and permission from the instructor.
5. Select only drills that are sharp, in good condition and suitable for the job.
6. Remove **CHUCK KEYS/WRENCHES** from the drill chuck before starting the machine. **Never** secure Chuck keys/wrenches to the column of drill press with a chain.
7. **CLAMP THE WORK SECURELY** to the table before starting the machine. Attempting to hold the work under the drill with one hand can result in serious and painful injuries.
8. Align drill bit to your spot mark on the work piece by moving the radial arm and drill head.
9. Clamp the radial arm and drilling head before starting to drill.
10. Operate drills at the proper speed and feed. Forcing or trying to feed too quickly can cause drills to break or splinter with the chance of serious injuries.
11. If work slips from the clamp, never attempt to stop it with your hands. Never reach around or behind any rotating drill. Use a V-block for round stock.
12. Always ensure that the machine has been locked out before you attempt to change the belt for speed regulation.
13. If the drill sticks in the work, stop the motor and rotate the drill by hand to free it from the work.
14. File or scrape all burrs from drilled holes. Be sure that the file is fitted with a proper handle.
15. Always clear away chips and curls with a **HAND BRUSH** only when the machine has come to a complete stop— do not use your hands!
16. Always reference the owner's manual before operating and servicing equipment.

- The student has been trained on this equipment.
- The student understands the required personal protective equipment to operate this equipment.
- The student is aware of the possible risk factors.

**Student signature**

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**Teachers signature**

\_\_\_\_\_

**Date of training**

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## Disk Grinder - Hand

1. **WEAR PERSONAL PROTECTIVE EQUIPMENT INCLUDING GLOVES AND FACE SHIELD OR GLASSES** when using a grinder.
  2. Check the grinder disk for any flaws before using.
  3. Make sure guards are in place and operating properly.
  4. Inspect cord for damage before use.
  5. Always disconnect power when mounting a new disc wheel.
  6. Ensure that the grinder disk is secured and seated properly on the arbor.
  7. Check the immediate area for any fire hazards such as flammable materials, liquids or batteries.
  8. Start the grinder off the work, grip the grinder solidly with two hands (beware of the torque). Also make sure you have a solid stance before starting to grind.
  9. Aim the sparks towards the floor and away from others.
  10. When you have finished grinding, raise the grinder off the work and allow it to stop on its own.
  11. If the grinder is dropped during use it should be thoroughly inspected by the teacher before being used again.
  12. Never cut on closed containers.
  13. Always reference the owner's manual before operating and servicing equipment.
- The student has been trained on this equipment.
  - The student understands the required personal protective equipment to operate this equipment.
  - The student is aware of the possible risk factors.

**Student signature** \_\_\_\_\_

**Teachers signature** \_\_\_\_\_

**Date of training** \_\_\_\_\_

# Grinder –Bench and Pedestal

1. **WEAR PERSONAL PROTECTIVE EQUIPMENT INCLUDING AN APPROVED SAFETY SHIELD AND/OR SAFETY GLASSES** when using a grinder, even if the grinder is equipped with protective glass shields. Ensure participants or observers are wearing personal protective equipment.
2. Keep the work area clean and free of oil, grease and debris.
3. Operate only after you have received instruction, gloves should not be worn.
4. Always check the **CLEARANCE OF THE TOOL REST** before starting work. Clearance should never be more than 3mm or 1/8 inch. Always set the tool rest clearance when the wheel is not in motion.
5. Always ensure a new grinding wheel has the **CORRECT RPM RATING** for the grinder it is being installed on.
6. When mounting or replacing any grinding wheel, always ensure that it fits properly on the shaft.
7. When installing the grinding wheel to the spindle, be certain the blotters are affixed to both sides of the wheel and that washers and nuts are of the correct size and are tightened securely.
8. When starting up any grinding wheel, **STAND TO ONE SIDE** out of line with the wheel and make sure no one is in line with the grinding wheel in case of breakage.
9. Only grind on the face of the wheel, use the entire face to avoid grooving the wheel.
10. Always **FEED THE WORK TO THE WHEEL GRADUALLY**. Too much pressure or striking the wheel suddenly may cause it to fracture.
11. Ensure there is ample water for cooling work pieces at the machine.
12. **STOP THE GRINDER IMMEDIATELY IF IT BEGINS TO CHATTER OR VIBRATE. NEVER USE TOOLS OR HANDS TO STOP ANY GRINDER.**
13. Always reference the owner's manual before operating and servicing equipment.

- The student has been trained on this equipment.
- The student understands the required personal protective equipment to operate this equipment.
- The student is aware of the possible risk factors.

**Student signature**

\_\_\_\_\_

**Teachers signature**

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**Date of training**

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# Laser Cutting

Many operations in manufacturing involve different types of Computer Aided Machinery. Laser Cutting is one of these. Make sure you know how to handle the machine and conduct regular cleaning maintenance.

1. WEAR PERSONAL PROTECTIVE EQUIPMENT (PPE) INCLUDING SAFETY GLASSES, sturdy footwear, gloves, and respiratory and hearing protection as required. Always wear proper, close fitting clothing to cover arms and legs. Long hair must be tied back.
2. LASER cutters pose a fire hazard. To further increase risk, some of the materials engaged by the laser cutter can leave flammable debris and can ignite inside the cutter.
3. Do not use this machine unless a teacher has instructed you in its safe use and a safety passport has been issued.
4. Before beginning a cut, make sure the bed is clear of build material, debris, tools or other objects. Keep the interior of the LASER cutter clean and free of debris.
5. NEVER LEAVE THE LASER CUTTER when it is in operation.
6. Ensure the fume extraction system is on before beginning cutting operation.
7. Ensure material to be cut is on the approved list and poses no hazard. Where possible consult the manufacturer's Safety Data Sheets (SDS) for specific technical data and precautionary measures concerning any materials cut with this equipment. If in doubt, ask your teacher.
8. Refer to the cutting manual for appropriate engraving and cutting Power and Speed settings for varied materials
9. Consult laser cutter Project Log Book prior to starting the project. Make sure you have documented your project and are compliant with the manufacturer's maintenance procedures. If in doubt, ask your teacher.
10. Ensure all safety devices are in place before operating.
  - The student has been trained on this equipment.
  - The student understands the required personal protective equipment to operate this equipment.
  - The student is aware of the possible risk factors.

**Student signature** \_\_\_\_\_

**Teachers signature** \_\_\_\_\_

**Date of training** \_\_\_\_\_

# Metal Cut Off (Chop) Saw

**WEAR PERSONAL PROTECTIVE EQUIPMENT INCLUDING GLOVES AND FACE SHIELD OR GLASSES** when using a metal chop saw.

1. All jewelry must be removed, and long hair tied back securely.
  2. Stand to the side of the disc assembly when operating the saw.
  3. Students who are left-handed should use their right hand for cutting operations.
  4. Clamp material firmly and ensure you are aware of the blade path before you make your cut.
  5. Prior to using the saw, check the condition of the cord and the abrasive cutting disc.
  6. Long stock pieces should be supported safely.
  7. Ensure the guard is functioning correctly during operations.
  8. When making angle cuts ensure the cutting disc has adequate clearances.
  9. Start the saw off the metal and gradually make the cut with even force on the abrasive disc.
  10. Pieces of metal that have just been cut will have **SHARP EDGES AND WILL BE HOT** to touch.
  11. Always reference the owner's manual before operating and servicing equipment.
- The student has been trained on this equipment.
  - The student understands the required personal protective equipment to operate this equipment.
  - The student is aware of the possible risk factors.

**Student signature** \_\_\_\_\_

**Teachers signature** \_\_\_\_\_

**Date of training** \_\_\_\_\_

# Metal Lathe

1. Wear Personal Protective Equipment (PPE) such as safety glasses, safety goggles, face shields, gloves and proper clothing as appropriate. No loose clothing, long hair or jewelry is allowed in the shop.
2. Keep the work area clean and free of oil, grease and debris.
3. Do not operate the lathe without proper instruction and the instructor's permission.
4. Be aware of the position of the on/off switches and emergency **STOP** button.
5. Make sure headstock, tailstock and tool rests are tight before operating.
6. Ensure your material is secure before starting the motor.
7. Ensure all tool bits are sharp and without nicks. Show your instructor any problems with the tooling.
8. Do not operate the lathe until you have established proper speeds, stops, tool heights and angles.
9. Make sure you have proper speeds and feeds for the type of material and tool bits, type of operation, and diameter of material. When in doubt, ask.
10. Assume a solid position with your body to the side of the tool. Be sure to have firm footing when operating the lathe.
11. Do not attempt to remove a large depth of cut from material at a single pass.
12. Remove cut off material or chips with a brush after the lathe has come to a complete stop. Never use your hands.
13. Turn the lathe off immediately if it does not sound right or if there is excessive vibration.
14. Always reference the owner's manual before operating and servicing equipment.

- The student has been trained on this equipment.
- The student understands the required personal protective equipment to operate this equipment.
- The student is aware of the possible risk factors.

**Student signature**

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**Teachers signature**

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**Date of training**

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# Oxy-Acetylene Welding (1)

1. Fill out a HOT WORK PERMIT and complete a work area inspection
2. **PROTECT YOUR HEAD AND EYES** by wearing welding goggles or shield equipped with a minimum shade 5 level of protection. Observers must wear **EYE PROTECTION**.
3. Cylinders must always be secured and upright and stored in a well-ventilated area.
4. Full and empty cylinders must be stored separately. Mark all empty cylinders appropriately.
5. Gas cylinders must have **PROTECTIVE CAPS** in place for transporting and storing.
6. Ensure that all regulators, hoses, and torches are in good condition, leak-free, and the hoses are equipped with approved **FLASHBACK ARRESTORS**.
7. Perform leak tests as part of a preventive maintenance procedure.
8. Use only approved pressure-reducing regulators with each gas cylinder.
9. **OXYGEN COMBINES WITH OIL AND GREASE** to cause violent fires. Do not use oxygen to blow dust off clothing.
10. Keep equipment free of oil or grease.
11. Make certain a fire extinguisher is readily available.
12. **PROTECT YOUR SKIN** by wearing safety footwear and leather or flame-resistant canvas coats and gloves.
13. Do not carry a Butane lighter or other flammable in your pockets.
14. Only use a proper striker to ignite torches.
15. Check for flammable substances in the vicinity before beginning to weld.
16. Always reference the owner's manual before operating and servicing equipment.
17. The student has been trained on this equipment.
18. The student understands the required personal protective equipment to operate this equipment.
19. The student is aware of the possible risk factors.

**Student signature**

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**Teachers signature**

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**Date of training**

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# Oxy-Acetylene Welding (2)

## START UP

1. Open the oxygen cylinder valve slowly ½ turn to prevent damage to the regulator. Then open all the way.
2. Open acetylene cylinder valve 3/4 turn only.
3. Adjust hose pressures using the T-handles on the regulator gauges.
4. Purge acetylene and the oxygen lines individually before lighting the torch.
5. Open the acetylene torch valve 1/3 turn and light the acetylene gas using a striker (before opening the oxygen torch valve).
6. Open the oxygen valve slowly until a neutral flame is achieved.

## SHUTDOWN

1. Close the torch acetylene gas valve to extinguish the flame. **(A before O)**.
  2. Close the torch oxygen valve.
  3. Close the acetylene gas cylinder valve.
  4. Close the oxygen cylinder valve.
  5. Drain the acetylene gas line by opening the torch acetylene gas valve. Release the acetylene gas regulator knob (T-handle) on the gauge.
  6. Close the torch acetylene gas valve.
  7. Drain the oxygen lines by opening the torch oxygen valve. Release oxygen regulator knob (T-handle) on the gauge.
  8. Close the torch oxygen valve. Oxygen and acetylene gauges for both tank and hose pressures should read zero.
  9. Neatly wrap hoses on holders, and place torch handle and tip in a position that will prevent damage to them.
- The student has been trained on this equipment.
  - The student understands the required personal protective equipment to operate this equipment.
  - The student is aware of the possible risk factors.

**Student signature** \_\_\_\_\_

**Teachers signature** \_\_\_\_\_

**Date of training** \_\_\_\_\_

# Plasma Arc Cutter

1. Wear protective clothing when using the plasma arc cutter. Clothing should be wool or cotton, long sleeves, leather shoes (high top), gauntlet gloves and leather apron.
2. Wear industrial quality eye protection minimum #5 shaded lens for plasma arc cutting operations.
3. Ensure that the work area is well ventilated when using the plasma arc cutter.
4. The operator should position himself/herself so there will be minimum exposure to fumes during the cutting process.
5. Never use the plasma arc cutter in areas where combustible or explosive gases or materials are located.
6. Never touch any parts on the plasma arc cutter that are electrically connected.
7. Disconnect the electrical power before performing any service or repair on the plasma arc cutter.
8. Never use the plasma arc cutter to cut into an enclosed container.
9. Hearing protection should be worn when using the plasma arc cutter.
10. Use pliers or clamps to hold hot metal.
11. Quench hot metal or allow it to cool before handling.
12. Make sure others in the work area are protected from plasma arc rays, fumes and splatter.
13. Always reference the owner's manual before operating and servicing equipment.
  - The student has been trained on this equipment.
  - The student understands the required personal protective equipment to operate this equipment.
  - The student is aware of the possible risk factors.

**Student signature** \_\_\_\_\_

**Teachers signature** \_\_\_\_\_

**Date of training** \_\_\_\_\_

# CNC Plasma Cutter

1. Always wear proper PPE when operating the CNC Plasma Cutter. I.e. safety glasses or goggles with shade appropriate lenses, welding gloves for handling material after cutting, ect.
2. Any CNC machine may operate automatically without warning. Only a trained individual familiar with the software, machine and computer system should operate this equipment.
3. Be aware and know the position of the on/off switches and emergency **STOP** button.
4. Keep the immediate work area around the CNC Plasma Cutter clear of materials that might cause interference with machine operation.
5. Ensure the exhaust fan is on and functioning properly before beginning to cut.
6. Always refer to the owners manual for proper speeds and feeds for the material type and thickness.
7. Do not leave the CNC Plasma Cutter unattended when the machine is running
8. Check the area around the CNC Plasma Cutter to ensure it is free from combustible materials.
9. Never use the CNC Plasma Cutter in areas where combustible or explosive gasses or materials are located.
10. Lock out the machine before performing any service or repair on the CNC Plasma Cutter.
11. Hearing protection is recommended when using the plasma arc cutter.
12. Use pliers, clamps or welding tongs to hold hot metal.
13. Quench hot metal or allow it to cool before handling.
14. Make sure others in the work area are protected from plasma arc rays, fumes and splatter.



15. Always reference the owner's manual before operating and servicing equipment.
16. The student has been trained on this equipment.
17. The student understands the required personal protective equipment to operate this equipment.
18. The student is aware of the possible risk factors.

**Student signature**

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**Teachers signature**

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**Date of training**

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# Sheet Metal Shear/Roller/Bender

1. The floor around the machine should be clean and free of scraps, oil or grease. A suitable non-skid material should be applied to the floor at the workstation.
  2. Do not operate the machine when other persons are in contact with the machine or the workpiece.
  3. Obtain assistance for moving large sheets of material to and from sheet metal machines.
  4. Keep fingers clear of the area in front and rear of the shear blades.
  5. Keep clear of the slip roll nip points.
  6. Keep fingers clear of the brake when clamping/forming materials.
  7. Be aware of the maximum capacity of the machine. Exceeding the capacity of the machine may be hazardous to the operator.
  8. Never use excessive force when operating sheet metal equipment.
  9. Always reference the owner's manual before operating and servicing equipment.
- The student has been trained on this equipment.
  - The student understands the required personal protective equipment to operate this equipment.
  - The student is aware of the possible risk factors.

**Student signature**

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**Teachers signature**

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**Date of training**

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# Surface Grinder

1. Wear Personal Protective Equipment (P.P.E) such as safety glasses, safety goggles, face shields, proper clothing as appropriate. No loose clothing, long hair, or jewelry is allowed in the shop.
2. Only operate the surface grinder after you have received instruction and permission from the teacher.
3. Be aware of the positions of the on/off switches and emergency **STOP** button.
4. Keep the work area clean and free of oil, grease and debris.
5. Always ring test the grinding wheel before mounting it to the machine.
6. When starting a grinder, always stand to one side of the wheel and make sure no one is in line with the grinding wheel in case of breakage.
7. See that the grinding wheel clears the work before starting a grinder.
8. Allow a new wheel to run for about one minute before using it.
9. Never run a grinding wheel faster than the recommended speed on its blotter.
10. Ensure the wheel guard is in place and it covers  $\frac{1}{2}$  of the wheel.
11. Keep the magnetic chuck clean and free of burrs.
12. Always dress the wheel when turning it on.
13. Remove all burrs from the workpiece before placing on the magnetic chuck.
14. Ensure the magnetic chuck is on and holding the workpiece by trying to remove the work.
15. Never attempt to clean the magnetic chuck or mount and remove work until the wheel has stopped completely.
16. Always reference the owner's manual before operating and servicing equipment.

- The student has been trained on this equipment.
- The student understands the required personal protective equipment to operate this equipment.
- The student is aware of the possible risk factors.

**Student signature**

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**Teachers signature**

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**Date of training**

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# Vertical Milling Machine

1. Wear Personal Protective Equipment (P.P.E) such as safety glasses, safety goggles, face shields, proper clothing as appropriate. No loose clothing, long hair, or jewelry is allowed in the shop.
2. Keep the work area clean and free of oil, grease and debris.
3. Make sure the spindle, beds and control handles are working properly before operating.
4. Ensure the work holding device is mounted securely to the table.
5. Ensure the work piece and cutter are mounted securely before starting the motor and making a cut.
6. To avoid injury, move the machine table as far as possible away from the cutter when setting up or measuring work.
7. Do not attempt to set up or measure the workpiece until the cutter is completely stopped. Keep hands away from moving parts.
8. When setting up or removing a milling cutter from its holder, proper precautions should be taken to avoid injury.
9. Ensure all tool bits are sharp and undamaged. Show your instructor any problems with tooling before operating the milling machine.
10. Make sure you have proper speeds and feeds for the type of material being machined. When in doubt, ask the instructor.
11. When the machine comes to a complete stop, remove cut material and chips with a brush.
12. Turn the milling machine off immediately if it does not sound correct or there is excessive vibration.
  - The student has been trained on this equipment.
  - The student understands the required personal protective equipment to operate this equipment.
  - The student is aware of the possible risk factors.

**Student signature**

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**Teachers signature**

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**Date of training**

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# Horizontal Milling Machine

1. Wear Personal Protective Equipment (P.P.E.) such as safety glasses, safety goggles, and face shields. No loose clothing, long hair or jewelry is allowed in the shop.
  2. Operate the milling machine only after you have received instruction and permission from the instructor.
  3. Be aware of the position of the on/off switches and emergency STOP button.
  4. Keep the work area clean and free of oil, grease and debris.
  5. Make sure the spindle, beds and control handles are working properly before operating.
  6. Ensure the work holding device is mounted securely to the table.
  7. Ensure the work piece and cutter are mounted securely before starting the motor and making a cut.
  8. To avoid injury when setting up or measuring work, move the machine table as far as possible away from the cutter.
  9. Do not attempt to set up or measure a workpiece until the cutter is completely stopped. Keep hands away from revolving parts.
  10. When setting up or removing a milling cutter from its holder or arbor, ensure proper procedures are followed in order to avoid injury.
- The student has been trained on this equipment.
  - The student understands the required personal protective equipment to operate this equipment.
  - The student is aware of the possible risk factors.

**Student signature**

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**Teachers signature**

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**Date of training**

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# 3D Printer

1. Always wear proper PPE when operating the 3D Printer. i.e. safety glasses, goggles, gloves, or lab coats.
  2. Be sure to read and understand the owner's manual before operating.
  3. Limit equipment access to trained or authorized personnel.
  4. Before beginning a 3D print, make sure the bed is clear of build material, debris, tools or other objects.
  5. Use enclosures for 3D printers and proper ventilation to capture chemical emissions.
  6. There is a slight smell from ABS when it is being extruded. A well-ventilated room is
    - a. recommended; however, when printing, keep the printer away from any drafts as this can affect the warping of ABS prints.
  7. Never reach inside the 3D printer while it is in operation. In addition to the risk of burn, injury from moving mechanical parts or electric shock.
  8. Never touch the extruder nozzles. They reach temperatures in excess of 200 degrees Celsius and may be hot enough to cause a serious burn during operation, or when heating up and cooling down. Use needle nose pliers to remove bits of debris from the nozzles.
  9. Reduce time spent near the printer while it is running to limit exposure to fumes.
  10. Use caution when removing parts from the build platform as the extruder and build platform may be hot.
  11. Consult the Safety Data Sheets (SDSs) for safety information regarding the plastic(s) you will be using.
  12. Always reference the owner's manual before operating and servicing equipment.
- The student has been trained on this equipment.
  - The student understands the required personal protective equipment to operate this equipment.
  - The student is aware of the possible risk factors.

**Student signature**

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**Teachers signature**

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**Date of training**

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## INTERNET USE PASSPORT

\*\*\*\*\*TO BE USED AS AN EXAMPLE ONLY – PLEASE SEE BOARD/SCHOOL POLICY\*\*\*\*\*

### General Conditions

Students must be trained on the safe and proper use of the Internet before they may begin using it. The student must demonstrate to the teacher knowledge of safe and secure procedures as outlined in the Internet Use Policy Document.

### Personal Protection

- Knowledge of school and school board Internet Use Policy
- Never releasing personal information
- Avoidance of insecure and questionable sites
- Respect for self and others
- Awareness of security issues in communications technology

### Possible Risk Factor

- Threats to personal safety and/or security
- Loss of privacy
- Threats to emotional security
- Spread of damaging computer viruses
- Damage to computer operating and networking systems

- The student has been trained on this equipment.
- The student understands the required personal protective equipment to operate this equipment.
- The student is aware of the possible risk factors.

**Student signature** \_\_\_\_\_

**Teachers signature** \_\_\_\_\_

**Date of training** \_\_\_\_\_



## Sample: Record of Safety Training

**Student:**

**Class:**

Over the course of the semester or term(s) you will receive direct instruction in the safe and appropriate use of all the equipment, tools, materials, and facilities required to complete your classroom activities. Instruction consists of a combination of demonstration and written and verbal instruction. A satisfactory mark on a safety quiz following the instruction demonstrates the acquisition of sufficient knowledge to use and access the relevant equipment and materials. Your ongoing demonstration of safe practice is assessed in the project marking. Your teacher will put the date and sign-off beside each topic in acknowledgement of your attendance at the discussion or demonstration.

**STUDENTS MAY NOT USE ANY EQUIPMENT, TOOL, OR FACILITY UNTIL:**

- his or her training has been signed off by the teacher.
- he or she has received a satisfactory mark on the related safety quiz.

Topic	Date	Teacher's Signature
Computer Resources and the Internet		
<ul style="list-style-type: none"> <li>• Acceptable Use Policy</li> <li>• Safety on the Internet</li> <li>• Computer Ergonomics</li> </ul>		
Patient or Client Care		
<ul style="list-style-type: none"> <li>• Safe use of chemical treatments</li> <li>• Use of personal protective equipment (PPE) for patient/client</li> <li>• Safe and proper handling of patient or client</li> </ul>		
Facility Care		
<ul style="list-style-type: none"> <li>• Proper cleaning and setup procedures</li> <li>• Maintaining safe working environment</li> <li>• Use of personal protective equipment (PPE) for self</li> <li>• Proper sanitation and sterilization procedures</li> <li>• Safe and proper disposal of consumables and hazardous materials</li> </ul>		

## SECTION 5: EMPHASIS COURSE RESOURCES

### **TMM3M/TMM4M – Mechanical Engineering**

#### **TMR3M/TMR4M – Robotics and Control Systems**

[https://www.osha.gov/dts/osta/otm/otm\\_iv/otm\\_iv\\_4.html](https://www.osha.gov/dts/osta/otm/otm_iv/otm_iv_4.html)

#### **TMC3C/TMC4C – Computer Aided Manufacturing**

<http://server2.smithy.com/media/pdf/CNC%20Machine%20Safety.pdf>

#### **TMI3C/TMI4C – Industrial Maintenance**

<http://industrialplantsafety.com/>

[http://www.idc-online.com/technical\\_references/pdfs/instrumentation/PLC\\_Startup\\_main.pdf](http://www.idc-online.com/technical_references/pdfs/instrumentation/PLC_Startup_main.pdf)

#### **TMP3C/TMP4C – Precision Machining**

[http://cte.unt.edu/content/files/MFG/MFG\\_Curriculum/Flexible\\_Mfg/03GeneralSafety/03.03PrecisionMachiningSafety.pdf](http://cte.unt.edu/content/files/MFG/MFG_Curriculum/Flexible_Mfg/03GeneralSafety/03.03PrecisionMachiningSafety.pdf)

#### **TMT3C/TMT4C – Robotics and Control Technician**

[https://www.osha.gov/dts/osta/otm/otm\\_iv/otm\\_iv\\_4.html](https://www.osha.gov/dts/osta/otm/otm_iv/otm_iv_4.html)

#### **TMY3C/TMY4C – Welding Technician**

<http://www.aws.org/technical/facts/>

<http://www.lincolnelectric.com/en-ca/education-center/welding-safety/pages/welding-safety.aspx>

#### **TMO3E/TMO4E – Machine Operator**

<http://server2.smithy.com/media/pdf/CNC%20Machine%20Safety.pdf>

#### **TMS3E/TMS4E – Sheet Metal**

#### **TMW3E/TMW4E – Welding**

<http://www.aws.org/technical/facts/>

<http://www.lincolnelectric.com/en-ca/education-center/welding-safety/pages/welding-safety.aspx>

## APPENDIX A: HEALTH AND SAFETY RESOURCES

### Workplace Safety and Insurance Board

<http://www.wsib.ca>

Legislated by the Ontario government and responsible for administering the *Workplace Safety and Insurance Act* (WSIA). Governed by a Board of Directors made up of representatives of workers, employers and others.

Under the Resources tab, this website provides information on how WSIB make decisions, by reviewing the Operational policy manual, Employer Classification Manual, and Adjudication support documents. You'll also find useful forms and fact sheets on a variety of topics, including benefit payments, and rights and responsibilities.

- Fact Sheets are also available:
- Fact Sheets for Workers
- Fact Sheets for Prevention
- WSIB Fact Sheets

### Take Our Kids to Work – Teacher's Guide; Workplace Guide The Learning Partnership

<http://www.tlp.on.ca>

These resources have been custom designed to help teachers and workplaces prepare for Take Your Kid to Work day. The new booklets have an excellent section on activities to help prepare the students for a safe learning day.

## Canadian Centre for Occupational Health and Safety

<http://www.ccohs.ca/resources>

The Free Resources section is a collection of websites, databases, and other online resources suggested and reviewed by CCOHS. Many of the websites are designed and maintained by CCOHS, while some of the resources are provided by external, third-party providers.

### Purpose

- Promote the importance of workplace health and safety in Canada
- Identify current and reliable health and safety information
- Create and maintain an accessible, convenient, and easy-to-use resource to anyone who needs it
- Provide access to information from a variety of sources including federal, provincial, and territorial governments, agencies, and non-profit organizations

### Target Audience

The Free Resources are useful to workers, employers, managers and supervisors, joint health and safety committees, workplace health and safety professionals, and students.

## HEALTH CANADA

<http://www.hc-sc.gc.ca>

Health Canada is the Federal department responsible for helping Canadians maintain and improve their health, while respecting individual choices and circumstances.

Health Canada administers many pieces of legislation and develops and enforces regulations under this legislation that have a direct impact on the health and safety of Canadians. The Department consults with the Canadian public, industry, non-governmental organizations (NGOs) and other interested parties in the development of these laws. Health Canada also prepares guidelines in order to help interpret and clarify legislation and regulations.

Of particular interest would be regulations such as the Hazardous Product Act, Controlled Products Regulations, Environmental and Workplace Health.

## HEALTH & SAFETY ONTARIO (HSO)

<https://www.labour.gov.on.ca/english/hs/#:~:text=Safe%20At%20Work%20Ontario%20is,Occupational%20Health%20and%20Safety%20Act.>

Ontario is already a great place to do business, live and work. Making our province, and indeed our country, the healthiest and safest place to work in the world is a prize worth winning.

Ontario's Prevention System is made up of the Ministry of Labour (MOL), Workplace Safety and Insurance Board (WSIB), Workers Health & Safety Centre, Occupational Health Clinics for Ontario Workers Inc. and 12 Health and Safety Associations (HSAs).

Health & Safety Ontario (HSO) is the result of a bold move to reorganize the independent efforts of 12 health and safety associations into four streamlined organizations to better serve more than 236,000 Ontario businesses.

HSO is comprised of:

- [Workplace Safety & Prevention Services](#)
- [Public Services Health & Safety Association](#)
- [Workplace Safety North](#)
- [Infrastructure Health & Safety Association.](#)

## **ONTARIO BUILDING CODE**

<http://www.mah.gov.on.ca/Page7393.aspx>

The Ontario Building Code's website has information on qualification and registration, available training, dispute resolution, news on recent code developments and more. The Ontario Building Code is administered by the Building and Development Branch of the Ministry of Municipal Affairs and Housing.

## **CANADIAN STANDARDS ASSOCIATION (CSA)**

<http://www.csagroup.org>

Standards contribute to safer homes, workplaces and public spaces. They address issues related to sustainability and the environment. And they encourage the adoption of new technologies and best practices that enhance trade and help make industry more competitive in the global marketplace. Standards help advance today, while anticipating tomorrow.

## **CANADIAN SOCIETY OF SAFETY ENGINEERING (CSSSE)**

<http://www.csse.org/>

The Canadian Society of Safety Engineering (CSSE) is the leading health, safety and environmental organization for professionals in Canada. They work with industry, governmental agencies, and other safety organizations to promote a greater awareness of health, safety, and environmental issues in workplaces and communities across the nation and around the world. Our vision is "An Advocate for Safety in Every Workplace".

CSSE's mission is to be the resource for professional development, knowledge and information exchange to our members, and the Canadian public.

## PROFESSIONAL ASSOCIATIONS

Professional Associations can be a great health and safety resource relating to discipline specific occupational health and safety. The following Tech Design related associations provide resources on professional practice relating to health and safety.

Professional Engineers of Ontario (PEO)..... [www.peo.on.ca/](http://www.peo.on.ca/)

Architectural Association of Ontario (OAA)..... [www.oaa.on.ca/](http://www.oaa.on.ca/)

Ontario Certified Engineering Technicians and Technologists (OACETT)..... [www.oacett.org/](http://www.oacett.org/)

Association of Registered Interior Designers of Ontario (ARIDO) ..... [www.arido.ca/](http://www.arido.ca/)

## Ministry of Labour, Immigration, Training and Skill Development

Web address: <http://www.labour.gov.on.ca/english/>

For news and information about Ontario's health and safety and employment legislation, the Ministry of Labour, Immigration, Training and Skill Development's website is an excellent place to visit. It provides current information on both employment standards and health and safety legislation, recent fines, alerts, etc. and allows you to ask a question that will be answered by Ministry staff. To directly access information for students, use the web

address: [http://www.labour.gov.on.ca/english/es/pubs/factsheets/fs\\_young.php](http://www.labour.gov.on.ca/english/es/pubs/factsheets/fs_young.php)

This section of the Ministry of Labour, Immigration, Training and Skill Development website ensures that students are aware of their rights and obligations and their employer's rights and obligations under the *Occupational Health and Safety Act* and the *Employment Standards Act*. It includes: young worker safety education information; information for working students – know your rights and obligations; information for new workers and students working in Ontario; fact sheets for employees; your guide to the Employment Standards Act; and links to related websites.

## Ontario School Boards Insurance Exchange

<http://www.osbie.on.ca>

The primary goals of the Exchange are to insure member school boards against losses, and to promote safe school practices. The Ontario school “Risk Management at a Glance” material is intended to provide guidance and direction in the major risk management areas facing school administrators, principals, vice-principals, teachers and all other school staff on a daily basis.

Although this reference material is not intended to replace school board policies and procedures, it is intended to supplement the risk management considerations, which should go into making the decisions on the most common day-to-day school activities. The design of this publication is to promote the display of this document in a calendar-like format in every classroom to facilitate ready “Risk Management at a Glance”. Every employee who may be called upon to make a decision about the permitting of or the organizing of any activity listed can use this.

For any activities not listed in this material, it is recommended that you contact your board office, or refer to the policies and procedures as stated by your school board.

## APPENDIX B: OCTE SAFETYNET BLANK TEMPLATE

### Overview

A sample of a blank safetyNET template provided by the Ontario Council for Technology Education as well as their Materials and Resources sheet has been provided here as an additional resource for computer technology teachers.

Completing it once for a risky project can take teachers through a pre-project planning process, a review of the materials in their shops, the suppliers and processes they use, and encourage documentation of their safety training for themselves, their students, and classrooms. It collects safety information in one place for their own use, and respects their experience, pedagogy, and professionalism. It's a crucial step in standardizing safety training in your technology program at your school, and can assist in collegial communication in your department.

Please note that the online updated version is available at [www.octe.ca](http://www.octe.ca), however any teacher that considers and documents their answers to the questions will have created an important document for their personal professional practice. It's also available in fillable.pdf format and is also available in French from OCTE.

### Establishing A Safety Binder

The goal is a safety binder that teachers keep in their rooms as evidence of due diligence taken towards safety in the classroom.

Assembled safety binders often include teacher/room/board specific:

- safetyNET Template
- •Project Specific Safety Resources
- •SDS Sheets
- •Student Safety Training Tracking Sheets
- •Permission Forms Copies
- •Class Lists
- •Equipment Maintenance/Manuals
- •Training Quiz Samples
- •Teacher Training Documentation Copies
- •Emergency Procedures Docs
- •Board Repair Contacts
- Room Safety / PPE Location Map



## Starting Your safetyNET

TMJ Subject Area: Tech department heads can provide leadership asking teachers to consider the following questions to choose a focus for completing their own safetyNET.

- What are the riskiest projects I do in my classroom? (List them here.)
- What ones of these use the riskiest materials?
- Which ones of these use the highest risk-associated equipment?
- Which ones of these include recycled, found, repurposed, or donated materials?
- Which one of these is the hardest to train and track the students for safety?
- Reflecting on this listing, which project do you think you may want to do a safetyNET on?
- What resources of mine would make it easier - instructive for another teacher to try this project?
- What would be the best “safety lens” advice I could give to another teacher from my experience?

## safetyNET Lesson Plan

### safetyNET STEP 1: Tell Us About You

First Name: \_\_\_\_\_

Last Name: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Ontario School Board: \_\_\_\_\_

School: \_\_\_\_\_

Community

☐ Urban

☐ Suburban

☐ Rural

Number of Students:

Student Work is Completed (individually, pairs, groups, mixed methods)

☐

I agree to the Terms and Conditions and have read the Teacher Guidelines.

### safetyNET STEP 2: Describe Your Lesson

#### Classroom Management Pre-Planning

1. Provide a descriptive **title** for your learning activity.

2. Choose the **length** that best describes your lesson.

☐ Full semester

☐ Multiple weeks

☐ One week

☐ One period

3. Choose the **Ontario course code (e.g.)**.

4. Provide **learning goals** of the activity.

Names of Resource Files Included: (Please format as .pdf where possible.)

5. Generally describe your **classroom lab setup** with main equipment and areas.

6. There is a link [here](#) to your subject area's **full** Overall and Specific required **Ministry Expectations**. Click [here](#) for **safety expectations summarized for each tech course code**. These will create a pop-up window for copying and pasting into the field below. Copy and paste some safety expectations your lesson will cover.

7. There may also be **local by-laws** or **staff guidelines** applicable to your school community in general that affect how you teach your subject area for health and safety. Being in an urban or rural environment can offer unique challenges to a technological education program. Your department or school may also have a health and safety manual you can attach as a file later. Include any details or best practices here on what you refer to.

8. Coming from industry and experience as a technological educator, there is **prior teacher knowledge** that you would recommend for your classroom, focused on health and safety. Include information on recommended certifications for your subject area.

9. Many teachers use these as a basis of training for **prior student knowledge**. Check off which ones you use currently. A pop-up window is available through these links.

- ☐ Passport to Safety
- ☐ Introduction to WHMIS2015

10. Prior to specific project work, describe your **general introductory unit on health and safety** in your classroom.

11. Check off what **Personal Protective Equipment** may be applicable in your classroom in general for health and safety.

- ☐ safety glasses (shatterproof - may need side guards)
- ☐ coveralls / lab coat / apron (protective clothing)
- ☐ gloves (latex and standard)
- ☐ gloves (chemical resistant)
- ☐ welding gloves and face shield
- ☐ dust mask (breathing protection)
- ☐ respirator (breathing protection)
- ☐ appropriate footwear (may imply steel-toed work boots or closed toe and heel shoes)
- ☐ hair net
- ☐ hair tied back
- ☐ hearing protection - ear plugs
- ☐ removing jewelry and fashion accessories
- ☐ hard hat

- ☐ safety harness
  - ☐ reflective vest
  - ☐ no electronic devices
12. Describe your student safety training assessment strategies. Click [here](#) for a pop-up to review the **Growing Success** document that defines assessment *for learning and as learning*.
13. Some technological classroom areas are more complex and need layout planning, maintenance, and special resources available, especially when sharing rooms. Detail **general housekeeping, organization standards** and student clean-up procedures from your experience.
14. Detail **safe storage facilities** in your classroom for course specific materials.
15. Explain any **special learning considerations** and best practices for your classroom focused on safety. Are there left-handed students in your class? You may naturally include accommodations and modifications. Showcase special approaches or methods you use for exceptional students, multiple-intelligences, differentiated instruction, ESL, gifted, or physically-challenged students.
16. Include information on your safety procedures for **disposal of waste materials**. This could include food scraps, hairstyling chemicals, dust collection, combustible wipes, or waste oil.
17. **Company's coming!** Educational Assistants, volunteers, student teachers, and classroom guests with administrators are in your classroom. Provide your experience on elements of safety training that need to be communicated to these participants for your subject area such as wearing safety glasses, maintaining distance from machines, or how to communicate an emergency or issue to the teacher.
18. **Emergency procedures** to pre-plan in general for your technological education classroom depends on your subject area. There may be steps for students, steps for administration, for assisting teachers, or directions for emergency assistance arriving at school. Detail how you cover these in your classroom. Include fire exits, extinguishers, first aid station, eye wash station, and electrical shut-off switches (panic buttons). Possibly detail AED location (if available) and first aid trained staff member locations for your records.
19. Does your Board have a **technological project approval process**?
- ☐ Yes
  - ☐ No
  - ☐ Unknown

20. Select (all that apply) that complete **equipment inspections** in your board.

- ☐ Teacher
- ☐ Department Head
- ☐ Board Instructional / Subject Area Leader
- ☐ Board Facilities Teams
- ☐ Independent Contractors
- ☐ Ministry of Labour

21. Select **Federal and Provincial Safety Legislation and Policies, Government Departments, and Associations** which may be applicable to your subject area. Click on any of them to open up a pop-up window to reference their website. Consider adding any resources you find to your lesson.

- ☐ Health Canada
- ☐ Ministry of Labour
- ☐ Ontario Workplace Safety and Insurance Act
- ☐ Food Safety and Quality Act
- ☐ Ontario Health Protection and Promotion Act
- ☐ Ontario Highway Traffic Act
- ☐ Ontario Fire Code
- ☐ Ontario Building Code
- ☐ Workplace Hazardous Materials Information System (WHMIS2015)
- ☐ Workplace Safety and Insurance Board (WSIB)
- ☐ Occupational Health and Safety Act (OSHA)
- ☐ Apprenticeship and Certification Act (ACA)
- ☐ Canadian Standards Association (CSA)
- ☐ Canadian Society of Safety Engineering (CSSE)
- ☐ Ontario Service Safety Alliance (Hospitality and Tourism) (OSSA)
- ☐ Canadian Centre for Occupational Health and Safety (CCOSH)
- ☐ Construction Health and Safety Association of Ontario (CSAO)
- ☐ Ontario School Boards Insurance Exchange (OSBIE)
- ☐ Industrial Accident Prevention Association (IAPA)
- ☐ Transportation Health and Safety Association of Ontario (THSAO)
- ☐ Health Care Health & Safety Association of Ontario (HCHSA)

That's the end of general classroom management info. You can copy and paste the content from this section to any project you submit to the safetyNET.

## That's So Cool! When Do We Start?

22. Check off **planning** tasks you complete for this lesson.

**MANU SAFE**  
**oc**

- ☐ examine materials list (new, used, recycled materials)
- ☐ review tool use plan (power and hand tools)
- ☐ consider special preparation of recycled materials for this project.
- ☐ review hazardous materials use – WHMIS2015, SDS (attach files later)
- ☐ safety check on specific equipment
- ☐ review chemical and fire safety procedures
- ☐ prepare tools
- ☐ count or measure materials, evaluate efficiencies
- ☐ check 'past due' dates on supplies
- ☐ check student-accessible material supply areas are safe
- ☐ re-do a safety demonstration
- ☐ confirm all students completed training diagnostic assessment
- ☐ confirm web resources and handouts are current
- ☐ reconsider assessment and evaluation strategies
- ☐ plan direct supervision time for difficult or high-risk production steps
- ☐ plan direct supervision for flammable / toxic / corrosive materials handling
- ☐ plan safe storage of in-progress student projects
- ☐ plan cut off times for lab cleanup to begin
- ☐ plan waste disposal, recycling
- ☐ plan debrief on safety risk experiences with students
- ☐ detail notes for teacher sharing classroom/lab

23. Detailed **instructional strategies** and **assessment strategies** for focusing on safety during this learning activity. Consider any IEP considerations applicable in your classroom.

24. Define the **materials and equipment** used for this learning activity. You can use the blank form that's provided and save it to make it your own. The layout helps you collect details showing the materials and equipment. It also provides space for equipment maintenance schedules, disposal of waste materials, training tracking, shielding or guarding details.

25. Include any **best practices** or tips, tricks, and advice in your experience of completing this learning activity. Focus your answer on how you document safety training, and share information about your shop with other tech teachers. That's an OCTE lab **safetyNET!**

26. Provide a **short description** of your project that can go with a reference image for the database. (Max 256 characters.)

### safetyNET STEP 3: Add Files and Videos

Please attach a **project image** for us to display with your short description in the database. Please upload any **supporting documents** including safety components, lesson materials, assessment tools, digital resources, images, or videos. To bring your lesson to life, include **online videos URL link** files on the lesson plan page. Add as many as you like.

Do you have a **safety feature map** of your classroom you can share? Attach it here! Find the **Safety Data Sheet (SDS)** for any of your materials clicking and searching [here](#). Save it and add it to your digital resources to attach with your lesson.

### safetyNET STEP 4: Tag Your Lesson

Add your own descriptive tag(s) to help users search for content like yours. Print your lesson to document your safetyNET for your classroom. [Submit](#) your safetyNET lesson. Plan to update lesson content or add digital resources later with your user login. Think about adding another lesson! Remember, most of your general classroom info is already in. You can 'Save As' and 'Modify' to submit a new lesson with new resources!

## OCTE lab safety NET – Materials, Physical Resources Planning Sheet

Teachers can copy and add rows to this blank form to address specific project needs and include it in their safety binder.

PROJECT / LEARNING ACTIVITY TITLE:

COURSE CODE AND TITLE:

VERSION PREPARED DATE:

SUBMITTED BY:

CONTACT:

### MATERIALS LIST

MATERIAL	QUANTITY	DESCRIPTION	SOURCE	WHMIS2015 SDS ATTACHED	SAFE STORAGE	WASTE DISPOSAL
			<input type="checkbox"/> new, purchased <input type="checkbox"/> new, donated from community, industry <input type="checkbox"/> recycled from inside school <input type="checkbox"/> recycled from outside school  PREPARATION REQUIRED FOR USE:  DETAILS:	<input type="checkbox"/> Y <input type="checkbox"/> N		



**PHYSICAL RESOURCES USED**

EQUIPMENT, TOOL, MACHINE	SUBJECT – SPECIFIC NEEDS	INSPECTED FOR SAFETY FEATURES	STUDENT TRAINING PLAN IDENTIFIED	MAINTENANCE SCHEDULE
NOTE: TEACHER EXPERIENCE AND SAFETY PROFICIENCY IS ASSUMED.  DETAIL EQUIPMENT:  MANUAL APPLICABLE / AVAILABLE (LOCATION):	MACHINE GUARDING AND SHIELDING APPLICABLE  <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A  EMERGENCY STOP / PANIC BUTTON APPLICABLE  <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A  LOCK-OUT TAG APPLICABLE  <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A  OTHER (SUBJECT-SPECIFIC)  <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<input type="checkbox"/> Teacher  DATE: _____  <input type="checkbox"/> Board  DATE: _____	DETAIL STEPS:  Student attended teacher safety instructions, lessons, demonstration (notes recorded)  Student passed oral or written assessment (test)  Student demonstrated safe setup and operation of equipment to teacher  Student prepared and delivered power point presentations on all class tools and machines  Student granted permission to use equipment  SIGNAGE: safety sign posted  RESOURCES: safety lesson tool safety video tool powerpoint presentation manual  FREQUENCY OF RETRAINING ADVISED: Students should be re-trained every semester  Safety passports expire at the end of every semester	DAILY:  WEEKLY:  MONTHLY:  ANNUALLY:  CONTACT FOR REPAIR:

The Ontario Council for Technology Education wishes to acknowledge the contribution of the individuals that participated in the development and refinement of this SAFEdoc.

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<http://www.edu.gov.on.ca/eng/curriculum/secondary/techedemphasiscourses.pdf>

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Learning for All – A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, <https://www.dcp.edu.gov.on.ca/en/>

Resources,

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