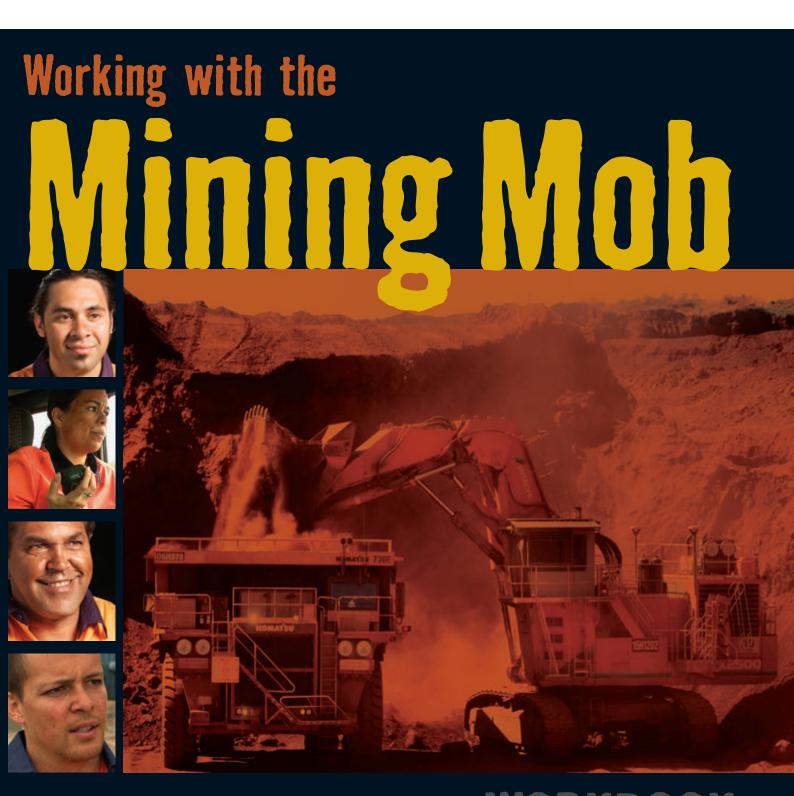
Department of Education, Employment and Workplace Relations



# WORKBOOK

Aboriginal and Torres Strait Islander readers are warned that this publication may contain images of deceased persons.











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# Working with the Mining Mob

### Introduction

### In this training kit you will:

- Learn a little about the mining industry.
- Develop the reading, writing and numeracy skills you will need to begin working and training in the mining industry.

### This workbook goes with the DVD Working with the Mining Mob. The workbook has 7 sections related to...

- Mining work what is it like?
- Personal well-being in the mining industry.
- What are the dangers?
- Site Safety
- Emergencies
- Reports
- · Reading, writing and numeracy learning hints.

When you do this course, you will improve your reading, writing and numeracy. This will help you enter the mining industry. However, it does not guarantee a mining job.

You may use this training kit to prepare you for a course in the mining industry or as part of a course in the mining industry. It will help in particular with the units:

RIIOHS201A Work safely and follow OHS procedures

RIIRIS201A Conduct local risk control

### The work relates to people working at mines in:

- Coal Mining
- Drilling
- Extractive Industries
- Metals Mining
- Civil Construction



### **Activity 1**

### Think about...talk about

- What do you know about mining?
- What do you know about the relationship between Indigenous people and the mining industry?
- Do you know anyone who works in mining?
- Do you know any Indigenous people working in mining?
- What sort of mining is near you?
- Do you know of the different types of coal mining?
- What metals are mined in Australia?
- What role does drilling play in mining?
- What does the word extract mean?
- What is mined in an extractive industry?
- What is a quarry?
- What are some of the skills and attitudes that might be useful in the mining industry?
- What kind of mining related work can you do?
- How could you find out more about working in mining?

# Section 1: Mining work – what is it like?

### Introduction

### In this section you will learn about:

- What mining work is like
- · Mining, Indigenous Cultures and lands and waters
- Mining work culture.
- Whether mining is the type of job you want
- What reading, writing and maths skills you need to work on.

### Do you understand these terms?

| well being        | good health - physically, emotionally and mentally   |
|-------------------|--|
| work culture      | the rules, both written and informal (that is, just understood) of working in a particular workplace |
| extractive mining | mining in which rocks, minerals etc are dug out of the ground or quarry                              |
| contractor        | someone who is not a regular employee but is paid to do a particular job                             |

# Activity 1.1 What's mining about?



### Think about...talk about

Do you know anyone who has worked in the sections of the industry in the table below? See how much information you can come up with.

Which sectors of the industry do you think would you most like to work in?

|                       | What I already knew | What I learnt | Is it for me?                                  |
|-----------------------|---------------------|---------------|--|
| Coal Mining           |                     |               | <ul><li>Yes</li><li>No</li><li>Maybe</li></ul> |
| Drilling              |                     |               | <ul><li>Yes</li><li>No</li><li>Maybe</li></ul> |
| Extractive            |                     |               | <ul><li>Yes</li><li>No</li><li>Maybe</li></ul> |
| Metals                |                     |               | <ul><li>Yes</li><li>No</li><li>Maybe</li></ul> |
| Civil<br>Construction |                     |               | <ul><li>Yes</li><li>No</li><li>Maybe</li></ul> |

| Questions I have |  |  |
|------------------|--|--|
|                  |  |  |
|                  |  |  |
|                  |  |  |
|                  |  |  |
|                  |  |  |

### Mining and my culture



# Activity 1.2 Indigenous Cultures and mining

Watch "Mining and my culture" in section 1 of the DVD.



#### Think about...talk about

- What does Max say are the possible good outcomes for Aboriginal people when a mine is in your area?
- Did he mention any possible negatives?
- What did Max say about protection of Aboriginal rights?
- How do you, as an Aboriginal person feel about working in the mining industry?

### Mining work culture



# Activity 1.3 What's mining work like?

**Read** this passage and underline any words you were not sure about. Discuss them with your trainer.

Just as Indigenous Cultures have guidelines and rules, the culture in a workplace has guidelines and rules also. The work culture in the mining industry may be different from the work culture in other workplaces that you may be used to.

You will probably have to work different shifts, starting at different times of the day. This is called a rotating shift. If your shift starts at 6.00am you may have to get up at 4.30am to have breakfast and get there. You might have to do this for 10 days on and then have 10 days off. Even if the fishing's good you've got to go to work.

It can be dangerous work. You have to wear special clothes, follow the rules and do what the supervisor says until knock off time. You will work in a team.

Then when you go home, if you're on shift the next day you can't drink much because you can't work with alcohol or drugs in your system. You can be tested at any time at work. This is very important because you may be driving or using big machines.

You may have to travel a long way or fly in to work and be away from home and family for days at a time.

It can be not and heavy work, but for all of this you may get to work in a great location or in your own Country and get paid well. For many mining workers this means they can buy a house, and give their kids opportunities they might not have had.

# Activity 1.4 What's mining work like?

Choose from the words in the box to complete these sentences.

wellteamhomerulesheavyshiftsfamilydangerousmachinerytravelhot



| It pays w |  |
|-----------|--|
|-----------|--|

| • | It can be h   | and h | work. |
|---|---------------|-------|-------|
| • | IL CALL DE LI | anun  | WOIK. |

- You usually have to work sh\_\_\_\_\_.
- You may have to t\_\_\_\_\_ or fly a long way in to work.
- You may be away from h\_\_\_\_\_ and f\_\_\_\_\_.
- You will likely use large m\_\_\_\_\_.
- You work in a t\_\_\_\_\_.
- It can be d\_\_\_\_\_ so you must follow the r\_\_\_\_.

### By the way...

When you are doing these 'filling in the blanks' exercises:

- read to the end of the sentence before you decide which word fits
- read it over again and ask yourself, 'does that make sense?'
- do the easy ones first.

# **Activity 1.5 Mining work culture**



Watch "Mining work – what's it like?" in section 1 of the DVD and see what these mine workers have to say about mine culture.



### Think about...Talk about

- How did Riley feel about moving for work?
- What does Max say about the rules in mining work?
- What does Max say are the good things about his job?
- What does Max say about alcohol and working in the mines?
- What do Megan and Riley say about getting used to shift work?

### Is mining for you?

There are good and bad things about working in mining but the most important question is... Is a job in mining right for you? There are lots of different types of jobs in mining and you can make choices about the type of work you want to do and the sort of lifestyle you want.



# Activity 1.6 What do I want in a job?

Think about...talk about

What do you want in a job and lifestyle?



Tick what you would like in a job.

- ☐ Good location
- ☐ Good pay
- ☐ Learn new things
- ☐ Full time job
- ☐ Work as a contractor or casual worker
- ☐ Work outside
- ☐ Work in a team
- ☐ Prepared to travel \_\_ hrs
- ☐ Prepared to fly in/out
- ☐ Work near home/family/Country
- ☐ Work with large machinery
- ☐ Rotating shift OK



He likes his job!

# Activity 1.7 Plus...Minus ...Interesting



• Talk to other people you know who work in mining and find out what their work is like.



Share what you found out at your next lesson and try a PMI (Plus – Minus – Interesting). Miner Mick has given some examples to help you on your way.

| Job                                       | Plus  | Minus   | Interesting                      |
|---|---|---|----------------------------------|
| Truck driver open cut<br>coal near home   | Good money<br>20 min trip to work<br>Uncle might help me<br>get in. | Possible back injury<br>Shift work<br>Hot<br>Boring | Be fun to drive one of<br>those. |
| Exploration drilling -<br>remote location | Excellent money<br>Travel<br>Looks really<br>interesting work.      |   |                                  |
| Civil construction                        |   |   |                                  |
|   |   |   |                                  |
|   |   |   |                                  |
|   |   |   |                                  |

# What reading, writing and maths skills do I need to work on?

### In this section you will:

- Look at what reading, writing and basic maths skills are required for work in the mining industry.
- Work out which skills you need to improve.



# Activity 1.8 What skills do I need? (1)

### Think about...talk about

What kinds of reading, writing and numeracy (basic maths) tasks do you think miners might have to do?



Make a list of them.



Here are some other tasks you might have to do and skills you might need.



# Activity 1.9 What skills do I need? (2)

Tick what you can do well and what you might need help with.

| How's your reading, writing, verbal and computing skills? | l do<br>this<br>well | Could<br>be<br>better | I need (give details) |
|---|----------------------|-----------------------|-----------------------|
| Verbal  |                      |                       |                       |
| Understanding instructions                                |                      |                       |                       |
| Clarifying instructions                                   |                      |                       |                       |
| Using a 2-way radio                                       |                      |                       |                       |
| Reading   |                      |                       |                       |
| Signs   |                      |                       |                       |
| Notes   |                      |                       |                       |
| Phone messages  |                      |                       |                       |
| Shift reports   |                      |                       |                       |
| Pay slip / bank statement                                 |                      |                       |                       |
| Order forms   |                      |                       |                       |
| Instructions eg car manual                                |                      |                       |                       |
| Writing   |                      |                       |                       |
| Phone message   |                      |                       |                       |
| Forms   |                      |                       |                       |
| Time sheet  |                      |                       |                       |
| Reports eg accident                                       |                      |                       |                       |
| Maths   |                      |                       |                       |
| Reading maps  |                      |                       |                       |
| 24 hour time  |                      |                       |                       |
| Planning time   |                      |                       |                       |
| Reading gauges eg fuel                                    |                      |                       |                       |
| Using + - x ÷   |                      |                       |                       |
| Using a calculator  |                      |                       |                       |
| Use measuring equipment (eg scales)                       |                      |                       |                       |
| Computing   |                      |                       |                       |
| Use email   |                      |                       |                       |
| Use work computer   |                      |                       |                       |

# Activity 1.10 It's up to you



Watch "It's up to you" in section 1 of the DVD



### Think about...talk about

- What was Riley worried about?
- How did Michael respond to the problem?
- What is the main message you get from this scene?

### Improving your reading, writing and numeracy

Discuss your schooling and education background with your trainer and discuss with him or her which skills you particularly need to concentrate on during this course.

Chapter 7 contains learning hints to help you develop your reading, writing and numeracy skills. Your trainer may also be able to give you some extra work on any areas you are particularly worried about.

The hints in chapter 7 will help you with the rest of the workbook, so don't leave it till the end. Perhaps read a section of it after each chapter, or begin your training day by working through a section.

Have a look at Chapter 7 now to see what it contains. Work through the first section on Reading now.

### By the way...

The best way to learn anything is to:

- Have a go
- Ask for help
- Accept that mistakes are a natural part of learning.

# **End of shift report**

| These are the things you covered in this session. Tick the ones that you found the most interesting. |
|--|
| ☐ Watching interviews with Indigenous mine workers   |
| ☐ Discussing what I know about mining work   |
| ☐ Learning about relationships between mining and Indigenous people                                  |
| ☐ Learning about mining work culture   |
| ☐ Thinking about what I want in a job  |
| ☐ Considering if mining work is for me   |
| ☐ Reading, writing and maths skills I might need   |
| ☐ Reading, writing and maths skills I need to work on  |
|  |
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| Notes |  |
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### **Section 2:**

# Personal well-being

### Introduction

### In this section you will learn about:

- Fitness for duty
  - Drug and alcohol policies
  - Smoking policies
- Managing your time
- Shift work and lifestyle
- Effects of work environment such as heat stress, sun, dehydration.

### Do you understand these terms?

| -  |   |  |  |  |
|--|---|--|--|--|
| Word   | Meaning   |  |  |  |
| duty   | work, shift   |  |  |  |
| fatigue                                      | very tired  |  |  |  |
| psychological                                | in the head; your thinking and feelings   |  |  |  |
| illegal drug                                 | drug which is against the law eg. pot, speed.   |  |  |  |
| prescription drug                            | legal drug from chemist or doctor   |  |  |  |
| medication                                   | pills or drugs for sickness   |  |  |  |
| random                                       | can happen at any time  |  |  |  |
| protective                                   | keeps you safe  |  |  |  |
| PPE<br>(Personal<br>Protective<br>Equipment) | special gear you must wear to be safe eg. hard hats, safety boots, hearing protection |  |  |  |

### Fit for duty

# Activity 2.1 Fit for duty



**Read** this passage and underline any words you were not sure about. Discuss them with your trainer.

By law you must turn up to work fit for duty. That means you must be both physically and psychologically fit for work. This relates to issues such as alcohol, drugs and fatigue or tiredness. This might mean you can only have a couple of alcoholic drinks between shifts, even if your family visit and it's your birthday! Or it might mean that if you stay up late you may not be fit enough to operate machinery because you are too tired.

If for any reason you turn up for work and don't think you are fit for duty you must talk to your boss.

### Work and alcohol

Mine sites have a ZERO blood alcohol limit. This means you must have NO alcohol in your system. You should count any drinks you have and allow plenty of time for your body to process all the alcohol out of your system before you go back to work.

It is important that you understand the reasons for this, and what it means for you.

- Alcohol slows your brain function so that you can't respond to situations, make decisions or react quickly.
- You can't accurately judge distances and the speed at which other vehicles or machines are moving.
- It makes it harder to do more than one thing at a time or to concentrate on more than one thing at a time.
- It affects your sense of balance and coordination.
- It makes you sleepy.
- To make all this worse, it gives you a false sense of confidence. You just FEEL fine.

### **Blood alcohol tests**

All mine sites do regular (and random) blood alcohol tests. This is similar to the tests that police do on drivers. The test measures the amount of alcohol in your blood.

In most states the amount of alcohol drivers can have in their blood is 0.05 (for full licensed drivers). This means no more than 50 milligrams of alcohol in each 100 millilitres of blood.

Even at that rate, you have double the risk of having a driving accident or an accident involving machinery at work!

# Activity 2.2 Work and alcohol (1)



1. Imagine that your mate turns up for work after a heavy weekend of celebrating and drinking. He tells you, 'I'll be right bud. I haven't had a drink for five hours and I feel fine.'

Look back over the passage about alcohol and find three facts that you could tell him to try to persuade him that he is not fine and he should mention it to the boss.

| •  |   |
|----|---|
|    |   |
| •  |   |
|    |   |
| •  |   |
|    |   |
|    |   |
| 2. | What was the most surprising or interesting fact in that passage? |
| •  |   |
|    |   |
|    |   |

By the way...

As few as **one or two drinks** will affect your reaction, judgement and ability to work machinery.

# Activity 2.3 Work and alcohol (2)



Watch "The party" in section 2 of the DVD

### Think about...Talk about



- What did Buddy do?
- What did Shane do?
- What do you think about what happened to Shane?
- Are you responsible for the safety of others?
- Can you do what you want in your own time?
- What can you do to prevent this happening to you?

### **Drugs**

### a) Illegal Drugs

Every mine does drug tests. You must not have illegal drugs in your body / system.

A drug test is usually a simple saliva (spit) or urine test.

### b) Prescription drugs

If you have to take medicine, even cold and flu tablets, let your supervisor know because some medicines have the same effect on the body as illegal drugs. If your medication has side effects your supervisor can consider that when giving you your jobs for the day. For example if your medication makes you tired you will not be sent to drive machines.

# **Activity 2.4 Prescription drugs and work**



### Think about ... talk about

- Have you ever read the dose or instructions on medicines like headache tablets?
- Do you notice the labels that the chemist puts on your medicines?
- Do you know which medications will make you tired?
- Do you know which medications you must not drink alcohol with?

It is important to read the dosage, warnings and labels on your medications.

# Activity 2.5 Medication words



Match the word to its meaning. (Remember, do the easy ones first.)

| Dosage (dose)              | The tablets; mixture                   |
|----------------------------|--|
| Warning                    | Ability do a task without being clumsy |
| Mental alertness           | Not tired; ie. doesn't make you tired  |
| Coordination               | How much to take                       |
| Drowsiness (drowsy)        | How fast and clearly you think         |
| Non-drowsy                 | Be careful; look out                   |
| Formulation or preparation | Go over; take more than                |
| Exceed                     | Sleepy; tired                          |

### A few tips to help you understand medicine labels

- Try to understand as much as you can and ask your chemist to explain anything you don't know.
- Look for the word **WARNING**. It will then tell you the most important information you need to use the drug safely.
- The word **Dosage** will be used to tell you how much a person should take for their age.
- Take notice of words in BLOCK letters. It is sometimes important information.
- The words 'Store below ...' tell you what temperature to store your medicine at e.g. below 30 °C.
- If you don't know a word, see if you can work it out from the words around it.
- If you don't know if the medication is okay for work ask your chemist and always tell your boss if you've taken it.

### Some key phrases to look out for:

May cause drowsiness

May affect alertness

May affect coordination

Do not drive

These phrases all tell you that the medicine may make you tired. You might not be able to think straight and should not drive a car or machinery.

Do not take alcohol

**Avoid alcohol** 

May increase the effects of alcohol

These phrases all tell you not to drink alcohol while you are on this medicine.

# **Activity 2.6 Warning labels on medicines**



These are some common labels which you may find on your medicines.

Some of them tell you not to drink alcohol or use machinery while you are taking the medicine. Match the labels with the messages. The first one is done for you.

| Don't drink alcohol             | THIS MEDICINE MAY AFFECT MENTAL ALERTNESS AND/OR COORDINATION IF AFFECTED DO NOT DRIVE A MOTOR VEHICLE OR OPERATE MACHINERY  THIS MEDICINE MAY CAUSE DROWSINESS AND MAY INCREASE THE EFFECTS OF ALCOHOL IF AFFECTED DO NOT DRIVE A MOTOR VEHICLE OR OPERATE MACHINERY |
|---------------------------------|---|
| Don't drive or operate machines | Do not take alcohol while undergoing treatment with this medicine unless otherwise advised by your doctor or pharmacist  KEEP OUT OF REACH OF CHILDREN  |
| Other                           | This medicine may affect mental alertness and/or coordination. If affected Do not drive a motor vehicle or operate machinery  Do not take dairy products, antacids, iron, or calcium supplements within two hours of each dose of this medicine.                      |

# **Activity 2.7 Medicine labels**



a) Look at the label on this medicine box and answer the questions.

PHARMACY MEDICINE
KEEP OUT OF REACH OF CHILDREN

### FRIENDLY PHARMACEUTICALS

### Cold and Flu Medication Day/Night

For temporary relief of cold and flu symptoms

#### 16 DAY TIME tablets

Each tablet contains: Paracetamol 500mg Pseudoephedrine hydrochloride 30mg Codeine phosphate 6mg

#### **8 NIGHT TIME tablets**

Each tablet contains: Paracetamol 500mg Pseudoephedrine hydrochloride 30mg Chlorpheniramine maleate 2mg

#### **COLD AND FLU MEDICATION DAY/NIGHT - 24 TABLETS**

**DAY TIME TABLETS:** a non-drowsy formulation for the temporary relief of headache, body aches and pains, fever, nasal congestion and a runny nose.

**NIGHT TIME TABLETS:** the same relief as the day medication plus an added antihistamine that temporarily relieves a runny nose, sneezing and watery eyes.

#### **DOSAGE**

Adults and children over 12 years: Take two tablets in the morning and afternoon. Dose may be repeated after 4 to 6 hours. Do not exceed 8 tablets in 24 hours.

NOT TO BE GIVEN TO CHILDREN UNDER 12 YEARS.

#### **WARNING**

- Do not take with other products containing paracetamol.
- See your doctor before taking this product if you have high blood pressure or heart problems or are taking anti-depressant medication.
- This medication may cause drowsiness. If affected, do not drive a vehicle or operate machinery. Avoid alcohol.
- May cause sleeplessness if taken several hours before going to bed in people sensitive to pseudephedrine.

Store below 30°

| 1. | Circle the warning section.                           |                                 |
|----|---|---------------------------------|
| 2. | Can you have a beer with these tablets?tell you this. | Highlight the words that        |
| 3. | Will this medicine make you tired?you this.           | _ Highlight the words that tell |
| 4. | Do you need to let your boss know if you have taken   | these before work.              |



b) Read the Sleepwell label and answer the questions

#### PHARMACIST ONLY MEDICINE

KEEP OUT OF REACH OF CHILDREN USE STRICTLY AS DIRECTED

## SLEEPWELL

### FOR TEMPORARY RELIEF OF SLEEPLESSNESS EACH TABLET CONTAINS DOXYLAMINE SUCCINATE 25 mg

### 20 TABLETS

### **CONTAINS LACTOSE**

### **SLEEPWELL**

FOR THE TEMPORARY RELIEF OF SLEEPLESSNESS. USE ONLY ON THE ADVICE OF YOUR DOCTOR OR PHARMACIST.

#### DOSAGE: ADULTS AND CHILDREN OVER 12 YEARS OF AGE

One or two tablets 20 minutes before bed when necessary. For temporary use only. Do not use for more than ten days consecutively. If symptoms persist or are unusually severe, seek medical advice.

### DO NOT GIVE TO CHILDREN UNDER 12 YEARS OF AGE.

#### Warning

This preparation is to aid sleep and should be used strictly as directed.

Drowsiness may continue the following day. If affected do not drive or operate machinery. Avoid alcohol.

30° In a dry place.

| 1. | Circle the warning information.               |  |
|----|---|--|
|    |   |  |
| 2. | What is this medicine for?                    |  |
|    |   |  |
| 3. | Can you have a beer with this tablet?         | Highlight the words that tell you this |
|    |   |  |
| 4. | Will this medicine make you tired?            | Highlight the words that tell you this |
|    |   |  |
| 5. | Do you need to let your boss know if you have | taken these before work?               |
|    | Why or why not?                               |  |
|    |   |  |
|    |   |  |

# **Activity 2.8 Medicines at home**



Check out some medicines you have at home and fill out the table. The cold and flu tablets are done for you.

| Medicine     | Dose for you | Can you drink alcohol with it? | Does it make you tired | Do you need to tell work? |
|--------------|--------------|--------------------------------|------------------------|---------------------------|
| Cold and Flu | z tablets    | No                             | yes                    | yes                       |
|              |              |                                |                        |                           |
|              |              |                                |                        |                           |
|              |              |                                |                        |                           |
|              |              |                                |                        |                           |
|              |              |                                |                        |                           |

### **Smoking**



# Activity 2.9 Smoking

a) What does this sign tell you?



b) Choose from the words in the box to put the missing words into the sentences.

no smoking explosion lighting areas

You must only smoke in set smoking \_\_\_\_\_. You must never smoke where there are \_\_\_\_\_ signs. In some areas \_\_\_\_\_ a cigarette could even cause an\_\_\_\_\_. In some workplaces there is no smoking allowed anywhere.

### Remember...

When you are doing Fill in the Missing Words exercises like this:

- Read the whole sentence before you decide which word fits.
- Do the easy ones first.

### Shift work

### Shift work and fatigue

Read this passage about fatigue and do the activities over the page.



### **Effects of fatigue**

Shift work, long hours, physical work and travel will affect your body and sleeping patterns. This can leave you fatigued, which means you are tired and less able to concentrate and work safely. It's important that you recognise the signs of fatigue such as:

- tiredness
- loss of energy
- poor concentration
- headaches.

### **Managing fatigue**

If you feel fatigued at the start or during your shift you must talk to your boss so that you can manage the risk.

It is also important to make sure that you are not fatigued driving to or from work. After very long shifts you may be told to have a sleep at the mine before you drive home. This is part of the mine's responsibility to care for you.

To help your body better adjust to shift work you should:

- Have a regular sleep routine
- Eat regular healthy meals
- Exercise regularly
- Avoid too much alcohol
- Avoid using sleeping pills

It is your responsibility to do all that you can to get enough rest so that you are not fatigued for your next shift. Sometimes it can take a while but most people get used to the routine of shift work.

# Activity 2.10 Shift work and fatigue

1. Find and highlight the following words:



| physical | fatigued       | concentrate |
|----------|----------------|-------------|
| regular  | responsibility | routine     |

Also highlight any words that are new to you.

2. Match the following words to their meanings.

| fatigued       | usual way you do things                              |  |
|----------------|--|--|
| physical       | evenly spaced, usual pattern of action               |  |
| concentrate    | very tired; extremely tired                          |  |
| regular        | a person's duty to care for things, people or events |  |
| routine        | using the body                                       |  |
| responsibility | give something all your thought and attention        |  |

3. Put the missing words into the sentences.

| tired                | physical          | routine          | healthy           | fatigued             |
|----------------------|-------------------|------------------|-------------------|----------------------|
|                      |                   |                  |                   |                      |
| Mining can be hea    | avy               | work.            |                   |                      |
| People who are       | at                | work concentrate | e less and can ha | ve more accidents.   |
| It's important to go | et sleep so you a | re not           |                   |                      |
| Keeping a set        |                   | of things y      | ou do after work  | will help you sleep. |
| It is important to e | eat               |                  | food.             |                      |

### **Managing your time**

### The 24 hour clock

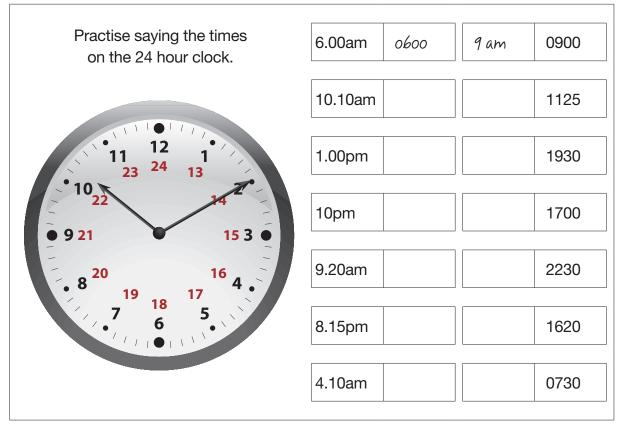
Many workplaces use 24 hour time. It is a clear way to talk about time and not get confused by am and pm. For example a shift might start at 0600 ('o six hundred') or if your knock off time was 5 pm it would be called 1700 ('seventeen hundred').

The 24 hour clock starts at midnight and at 12 noon it keeps adding hours. That is, 1 o'clock in the afternoon is 1300, 2 o'clock is 1400, 3 o'clock is 1500 etc.



## Activity 2.11 24 hour clock

Write these times in 12 and 24 hour time: The first two are done for you.



By the way...

More lessons on 24 hour time are available at www.interactivewhiteboard.net.au

# **Activity 2.12 Getting to work on time**

It's important that you get to work with plenty of time to get your work clothes on and hear the shift briefing or meeting. To do this you need to allow time to travel and kit up (dress in your work gear).

Plan the time that Sam would have to leave home with different travel and start times. The first one is done for you.



| Leave home by |                                     | Start time |  |
|---------------|-------------------------------------|------------|--|
|               |                                     |            |  |
| 0445          | 0445 1 hour 15 min travel and dress |            |  |
|               |                                     |            |  |
|               | 2 hour 15min travel and dress       | 2200       |  |
|               |                                     |            |  |
|               | 40 min travel and dress             | 1600       |  |
|               |                                     |            |  |
|               | 1 hour 45min travel and dress       | 0730       |  |
|               |                                     |            |  |
|               | 2 hour 20min travel and dress       | 0615       |  |
|               |                                     |            |  |

# Shift work and lifestyle

Not only does shift work make you tired but it has many effects on your lifestyle and family. Most workplaces have a rotating shift which means that sometimes you work in the day or afternoon and other times you will work nights. This means sometimes you will have to sleep in the day and it's hard to join clubs or commit to playing a team sport because your hours always change. It may also be hard to meet your Cultural obligations.

If you work a long way from home you may also fly into a location and work for a number of days before you get to fly home again. On the other hand when you're not working you will have time to do things that other 9 to 5 workers can't!

Working in remote locations can be great especially if it's near where you live or in your Country. However if you have to fly in and be away from home for days on end many people find being away from their family hard to get used to.

# **Activity 2.13 Working in remote locations**



### Think about...talk about

- If you worked in a remote fly in / fly out location and were away from family and friends for several days at a time, what could you do to stay in touch?
- What could you do to keep yourself busy when you weren't working or sleeping?

Some remote mines have activities and resources to help their workers manage these issues.

# Activity 2.14 Managing shift work



Watch "Mining work – what's it like?" section 1 of the DVD again and listen to Megan and Riley talking about shift work then answer the following questions.

| 21 |
|----|
|    |

| What did Megan and Riley think of shift work at first? |   |  |  |  |
|--|---|--|--|--|
| 2. What does Megan say about it nov                    | 2. What does Megan say about it now? "I'm to it". |  |  |  |
| 3. Tick the things they do when they                   | get home to help them get a good sleep.           |  |  |  |
| ☐ Plays computer games sleeping                        | ☐ Family and friends know the day is for          |  |  |  |
| ☐ Has dinner   | ☐ Takes phone off hook                            |  |  |  |
| ☐ Takes a sleeping pill                                | ☐ Stays up all day                                |  |  |  |
| ☐ Asks everyone to go out                              | ☐ Watches tellie                                  |  |  |  |
| ☐ Has a beer   | ☐ Has a cuppa                                     |  |  |  |
| ☐ Visits mates   | ☐ Uses ear plugs                                  |  |  |  |
| What is one thing Megan finds good about shift work?   |   |  |  |  |

### **Rosters**

Rosters are written in many different ways. The one on the next page is a simple one.

The skills you need to read a roster are similar to the skills you need to read a timetable or any information that is set out in the same way. They are called tables.

There are several pieces of information you need before you can make sense of a table.

### **Reading Rosters (tables)**

- 1. Look at the heading. What is the table going to tell you?
- 2. Look at the words across the top. They are the headings for each column (lines that run down).
- 3. Sometimes there are words down the left hand side. They are the headings for the rows (lines that run across).
- 4. Sometimes there is extra information in a separate box or beside the table. This is called the KEY.

# **Activity 2.15 Reading rosters**



### Look at Sam's roster (below) and answer these questions.

- 1. How many days does it cover?
- 2. What do the numbers down the left hand side of the table mean?

### The shaded parts are the times of Sam's shifts.

- 3. What time does he start work on Monday?
- 4. What time does he finish work on Wednesday?
- 5. Which are his days off?
- 6. On the weekend, is he doing a morning, afternoon or night shift?

### Imagine Sam lives quite close to the mine (30 minutes)

- 7. Can he drive his daughter to school on Tuesday morning?
- 8. Can he drive his son to footy training at 6.30 pm on Wed?

| AUZMINE ROSTER               |       |        | S DIXON 1 – 7 JUNE |         |       |       |       |
|------------------------------|-------|--------|--------------------|---------|-------|-------|-------|
|                              | MON 1 | TUES 2 | WED 3              | THURS 4 | FRI 5 | SAT 6 | SUN 7 |
| 0000<br>0100<br>0200         |       |        |                    |         |       |       |       |
| 0300<br>0400<br>0500         |       |        |                    |         |       |       |       |
| 0600<br>0700<br>0800         |       |        |                    |         |       |       |       |
| 0900<br>1000<br>1100         |       |        |                    |         |       |       |       |
| 1200<br>1300<br>1400         |       |        |                    |         |       |       |       |
| 1500<br>1600<br>1700         |       |        |                    |         |       |       |       |
| 1800<br>1900<br>2000         |       |        |                    |         |       |       |       |
| 2100<br>2200<br>2300<br>2400 |       |        |                    |         |       |       |       |

# Activity 2.16 Managing your time off



### Think about .... talk about...

Look at the roster below. If this was your work roster for the week, how would you plan your personal time and social life?

- How much sleep do you need each day?
- What routine are you going to have for dog watch (night shift)?
- If you want to have some mates over for a BBQ and drinks when is a good time to plan this? (Tip. Check your days off).
- What jobs do you have at home? (eg mowing, shopping) When will you do these?



Write these other activities into your roster.

|                      | MONDAY        | TUESDAY       | WEDNESDAY   | THURSDAY    | FRIDAY      | SATURDAY  | SUUNDAY |
|----------------------|---------------|---------------|-------------|-------------|-------------|-----------|---------|
| 0000<br>0001<br>0002 |               |               |             | Night shift | Night shift |           |         |
| 0003<br>0004<br>0005 |               |               |             | Night shift | Night shift |           |         |
| 0006<br>0007         |               |               |             | Night shift | Night shift |           |         |
| 0008                 |               |               |             | Travel      | Travel      |           |         |
| 0009<br>0010<br>0011 |               |               |             |             |             |           |         |
| 0012                 | Travel        | Travel        |             |             |             |           |         |
| 0013<br>0014         | Shift         | Shift         |             |             |             |           |         |
| 0015<br>0016<br>0017 | Arvo<br>Shift | Arvo<br>Shift |             |             |             |           |         |
| 0018<br>0019<br>0020 | Arvo<br>Shift | Arvo<br>Shift |             |             |             |           |         |
| 0021<br>0022         | Arvo Shift    | Arvo Shift    | Travel      | Travel      |             |           |         |
| 0023                 |               |               | Night Shift | Night Shift |             |           |         |
|                      |               |               |             |             |             | 3 Days of | f       |
|                      |               |               |             |             |             | Sat / Sun | / Mon   |

# Effects of a mining work environment

### **Nutrition and water**

### Do you understand these terms?

| Word        | Meaning  |
|-------------|--|
| hydrated    | body contains enough water   |
| dehydrated  | body does not contain enough water   |
| minimise    | make small or less   |
| heat stress | when a person's body becomes dehydrated and can't cool itself.  It can lead to heat stroke and even death. |

It's important that you eat well to stay healthy and have energy to work. Even when you are tired from work it is important to eat well and regularly.

Mining work can be hot so it's important to drink lots of water. If you get dehydrated (don't have enough water in your body) you will start to feel tired, sick and lose concentration. This can mean that you might not work as well or as safely as you should. If you get very dehydrated you can even get heat stress or heat stroke which can make you very sick. If you have diabetes you need to be especially careful not to become dehydrated.



# Activity 2.18 Dehydration (1)

### Think about... Talk about...

Have you ever felt sick or had a headache because you were dehydrated or too hot?
 Eg playing sport on a really hot day.

# **Activity 2.19 Dehydration (2)**

A good guide is to drink water until your urine is pale yellow. Check out this sign from a mine:

| MINIMISING HEAT STRESS   |                    |                     |  |  |
|--|--------------------|---------------------|--|--|
| <b>Urine Colour Gu</b>   | ideline            |                     |  |  |
| Regularly chec   | k the colour of yo | our urine.          |  |  |
| <ul> <li>This is only a guide – other drinks (eg Beer) or supplements (eg vitamin B) may affect colour.</li> <li>This is not a definitive test.</li> </ul> |                    |                     |  |  |
| Pale yellow Deep yellow Yellow/Brown   |                    |                     |  |  |
| Hydrated   | Dehydrated         | Severely dehydrated |  |  |

- 1. This sign is in the toilets at a mine. Why do you think the bosses put it there?
- 2. What colour should your urine be?
- 3. What might vitamins do to the colour of your urine?
- 4. If your urine is deep yellow, what should you do?
- 5. How much water do you drink each day?
- 6. What are some habits people use to help them remember to drink enough water?

# Activity 2.20 Dehydration (3)

Sometimes when you are reading you come across difficult words like "definitive test". If you don't know this word skip over it. You can often still get the sense of it. Can you still get the main ideas the sign is telling you?

Now let's look at the other difficult bits in this text. Match the formal writing with what it would mean if a mate told you.



| Minimising heat stress  | What the colour of your urine shows   |
|---|---|
| Urine colour guidelines   | You've drunk enough and have enough water in your body  |
| Regularly check the colour of your urine  | What you need to do to reduce the bad effects of working in the heat  |
| Only a guide – other drinks (beer),<br>supplements (vitamin B) may affect<br>colour | You've lost a lot of water from your body and you'd better start drinking real quick because it can make you real sick.                       |
| Hydrated  | You've lost too much water from your body   |
| Dehydrated  | Some vitamins and drinks change the colour of your wee. For example Vitamin B makes it bright yellow so you'll have to take that into account |
| Severely Dehydrated   | Whenever you go to the toilet check the colour of your wee  |

### **Heat stress**

Many mining workplaces are hot and some are outdoors. The heat can make you very sick. You need to:

- Drink plenty of water. (Just when you are thirsty is not enough.)
- Wear light protective clothing.
- Use sunscreen and hats, if outdoors.
- Pace yourself with short, regular breaks when doing heavy work in very hot conditions.

# **End of shift report**

The points below are a summary of what you have learnt. Choose from the words in the box to complete the sentences.

| مامم   | D)/                 | n o o lotuc t  | ion        | deco         |                  |
|--|---------------------|----------------|------------|--------------|------------------|
| Siee   | ру со               | ncentrat       | ion        | drugs        |                  |
| routine  | dehydr              | ated           | fati       | gue          | no               |
| Being fit for duty mean work. This relates to is | •                   | ·              |            |              |                  |
| In most mine sites you                           | ı must have _       |                | _ alcoho   | l in your b  | lood.            |
| If you are taking medic                          | cine you must       | : make sure t  | the medi   | cine will no | ot make you      |
|  |                     | _              |            |              | ,                |
| It is important not to b                         | ecome fatigue       | ed. When yo    | ou are fat | igued you    | will feel tired, |
| have little energy and                           | poor                |                |            |              |                  |
| If you are working nigl                          | nt shifts, it is ir | mportant tha   | at you ge  | t into a     |                  |
| when you get home fr                             | om work so th       | nat you get p  | olenty of  | sleep.       |                  |
| Mining can be hot and                            | d heavy work.       | You must ta    | lke care t | o drink ple  | enty of water so |
| that you do not becon                            | ne                  |                |            |              |                  |
|  |                     |                |            |              |                  |
| Reflection                                       |                     |                |            |              |                  |
| What was the most inter                          | esting or surp      | rising thing y | ou learn   | t in this se | ection?          |
|  |                     |                |            |              |                  |
|  |                     |                |            |              |                  |
|  |                     |                |            |              |                  |
|  |                     |                |            |              |                  |
|  |                     |                |            |              |                  |
|  |                     |                |            |              |                  |

# Section 3: What are the dangers?

### Introduction

### In this section you will learn about:

- Safety signs and words
- Personal protective equipment (PPE)
- Identifying hazards
- Common dangers in mining workplaces

### Do you understand these terms?

| Word                                | Meaning   |
|-------------------------------------|---|
| Hazard                              | Source of harm or possible harm to people or equipment                                      |
| Protection                          | Gear to keep you safe   |
| Personal Protection Equipment (PPE) | Special gear you must wear to be safe such as hard hats, safety boots or hearing protection |
| Caution                             | Take care, there may be danger ahead  |
| Extinguisher                        | Tool to put out a fire  |
| Explosion                           | Goes off like a bomb; blasts  |
| Housekeeping                        | Keeping the work area tidy  |

# **Safety Signs**

Mining workplaces are full of signs. They tell you to take notice of something or warn you of danger. Before you even enter the gate of most mining sites there can be up to six signs to take notice of.

# Activity 3.1 Everyday signs



- What signs did you see coming to training today?
- What do they tell you or warn you about?
- Who put up the signs? Why?
- Did you notice anything similar about any of them, for example, same words or colours?

# Make a group list of the signs in and near your training room. If you need to, go for a walk to help remember the signs. Decide whether the signs are

- about safety
- giving you information
- telling you what to do

Draw or list the signs in the table below.

| Signs at your training centre |             |                        |  |  |
|-------------------------------|-------------|------------------------|--|--|
| Safety                        | Information | What to do / not to do |  |  |
|                               |             |                        |  |  |
|                               |             |                        |  |  |
|                               |             |                        |  |  |
|                               |             |                        |  |  |
|                               |             |                        |  |  |
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|                               |             |                        |  |  |
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|                               |             |                        |  |  |
|                               |             |                        |  |  |
|                               |             |                        |  |  |
|                               |             |                        |  |  |



### A few tips to help you read signs

- Take notice of where the sign is. Ask yourself, "What MIGHT it be about".
   A big red sign next to a machine is probably something important about using that machine.
- Try to understand as much as you can, even if you can't read all the words.
- Some signs have drawings. Use the drawings to help you.
- Take notice of special words such as big bold words that stand out.
- If you don't know a word, try to work it out from the words around it.
- The colour of a sign often gives you important information.

Red

usually warns of danger, or something you must NOT do.



Danger logo – warns of things that could kill you.

Yellow

warns you to take extra care



Caution sign – it's probably not dangerous enough to kill you but you need to take care.

Blue

tells you things you MUST do.



Put on hard hat

Green

is usually used for first aid.



First aid centre

- If you don't know, ask someone.
- If it is a red danger sign, don't do anything until you know what it means!

### Remember...

- Never cover, remove or deliberately damage safety signs, unless told to by your supervisor.
- Report damaged safety signs to your supervisor.

# **Activity 3.2 Common mining signs (1)**

These signs tell you something you:

1. Must NOT do

OR

2. Must do

OR

3. Should be careful of



Write the numbers 1,2 or 3 in the boxes below the signs. The first one is done for you.

3





WITHOUT
GUARD







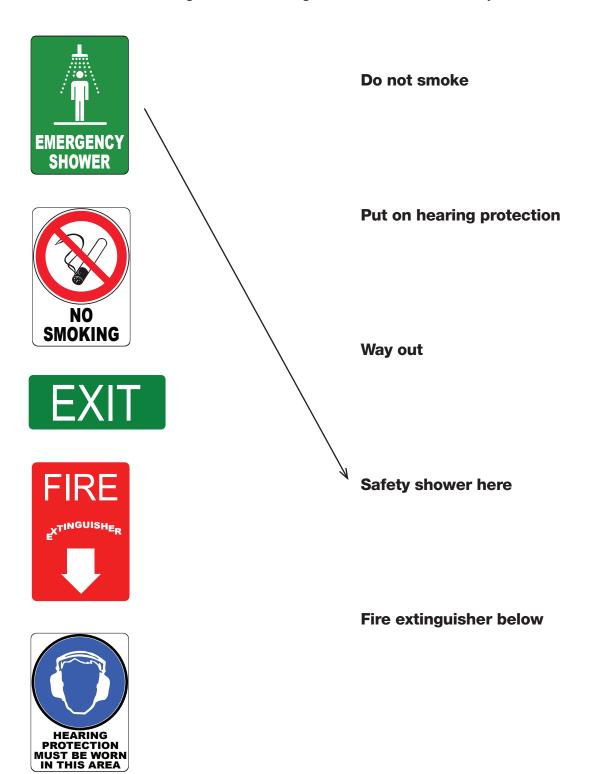


# **Activity 3.3 Common mining signs (2)**



Look at these signs from mines. What are they telling you to do?

Draw a line from the sign to the meaning. The first one is done for you.



# Activity 3.4 Danger signs



- Ask about any words you don't know.
- Talk with your trainer about what could happen if you ignored these signs.

















# **Personal Protective Equipment (PPE)**

# **Activity 3.5 Personal protective equipment**

This is the sign on the door of Charlie's work area.





Choose the safety equipment that Charlie needs in this area and dress him for work. The first one is done for you.



















### **Chemicals**

### **Everyday chemicals**

Even everyday products around the home can contain dangerous chemicals. Cleaning products, petrol and even toothpaste contain chemicals which can be dangerous in large amounts.

### **Hazardous chemicals**

Workplaces such as mine sites use chemicals which can be VERY dangerous if they are not handled properly. They are called Hazardous chemicals.

Hazchem signs tell you where dangerous goods are stored or being transported.

HAZCHEM stands for:

**HAZ** - Hazard (dangerous)

**CHEM** - Chemical .... or put together HAZCHEM

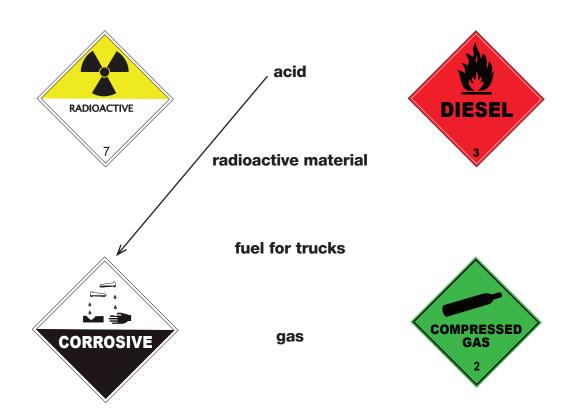
HAZCHEM SIGNS are always diamonds.

# Activity 3.6 HAZCHEM signs



Read the HAZCHEM signs below and discuss any unfamiliar words.

Draw a line to the chemical they warn you about. The first one is done for you.





# **Activity 3.7 Hazardous chemicals at work**

### Think about...talk about

Are there any hazardous chemicals in your training centre? If so what are they?



# Activity 3.8 MSDS sheets

Watch "Chemical safety and MSDS sheets" in section 3 of the DVD.



### Think about...talk about

- What was Ellie worried about?
- If you are worried about using a chemical at work, what should you do?

### Remember...

Be careful around chemicals and never touch or use a chemical that you have not been trained to use.

### **Hazards**

A hazard is something that could cause damage or harm to people or things.

# **Activity 3.9 Hazards at work**



| With your training mates ch | eck out your train | ing room or lunch ro | oom. What hazards can |
|-----------------------------|--------------------|----------------------|-----------------------|
| you see?                    |                    |                      |                       |

**Housekeeping** is an important part of working safely and efficiently. It means keeping your house or work area tidy.

Have a look at the hazards that you identified. Highlight the hazards that are caused by poor housekeeping.

# Activity 3.10 Wally's workshop



Click on "Wally's workshop" in section 3 of the DVD. Click on the different areas of Wally's workshop. What dangers can you see? Fill out the hazard checklist for him.

| Electrical        |  |
|-------------------|--|
| Chemical          |  |
| Poor housekeeping |  |
|                   |  |

### **Common mining hazards**

Common hazards in mining workplaces are:

Moving vehicles and plant

Machinery

Conveyors

Noise and dust

Slippery floors and trip hazards

• Chemicals

• Fires

• Stairs and ladders

• Blasting and explosives

• Falling objects

# **Activity 3.11 Mining hazards**

Match the hazard to the safe work practice safety rule.



| Hazard                       | Safe practise  |
|------------------------------|--|
| Falling objects eg. rocks    | Use handrails and keep 3 points of contact   |
| Moving vehicles              | Wear hearing protection  |
| Stairs and ladders           | Wear hard hat  |
| Heavy object falling on feet | Wear dust mask   |
| Loud noise                   | Do not approach equipment until it has stopped and the driver has said you can                     |
| Blasting and explosives      | Wear long shirt, hat and sunscreen outdoors  |
| Conveyors                    | Wear steel cap boots   |
| Dust                         | Stay out of blasting area unless you are trained and permitted to be there                         |
| Chemicals                    | Work on only when they are stopped and locked so they can't start up.                              |
| Sunburn                      | Only use chemicals that you are trained to. Follow instructions and MSDS (sheets on safe handling) |

### Mines are dangerous places

Many things that are OK in our daily life are not OK in the workplace, especially dangerous workplaces such as mines. For example, smoking in your car might just not be good for your health, but smoking in some areas in a mine could cause a fire or explosion.

Using a mobile phone at home is OK but in some work areas and even petrol stations, it could cause an explosion.

Remember...

Think safe, act safe and follow the rules.

# **End of shift report**

The points below are a summary of what you have learnt. Complete the sentences or answer the questions. Never cover, m or d safety signs. PPE stands for HAZCHEM is short for What shape are HAZCHEM signs? Never touch or use a chemical you have not been t to use. What is a hazard? (definition) What are 4 hazards you could find in a mining workplace 3. 4. What is a hazard? (definition) Reflection What was the most interesting or surprising thing you learnt in this section?

# Section 4: Site safety

### Introduction

### In this section you will learn about:

- Responsibilities
- Rules
- Permits
- Tags
  - Information tags
  - Out of Service tags
  - Danger tags
- Following Work Procedures
- Communication
  - 2 way radios
- Hazards
  - Identifying hazards
  - Reporting hazards
- · Reporting accidents

### Do you understand these terms?

| Word      | Meaning  |
|-----------|--|
| Permit    | The licence or approval to do a type of job. It may also be called an 'appointment'. |
| Plant     | Machinery  |
| Isolation | Turning off a machine so that no possible energy (eg electricity) can re-start it.   |

# Responsibility

Responsibility for safety is shared. Every mine must have a system to manage the health and safety of everyone on site. Mine managers must provide safety gear and safe ways to work (procedures). They must also train you to do jobs correctly.

You are also responsible for the health and safety of yourself and your work mates. By law you (and the mine management) have a "duty of care". This means you must check to see that your workplace is safe and if you see anything that is unsafe you must take steps to prevent an accident. This may mean stopping a mate from starting a job, shutting off a machine or reporting a dangerous work area to your supervisor.

# Activity 4.1 Duty of care



Choose from the words below to fill in the blank spaces.

| safety                    | right     | trained | you |  |
|---------------------------|-----------|---------|-----|--|
| look                      | signs     | dang    | jer |  |
| Duty of care means that y | vou must: |         |     |  |

| Duty of care means that you must:                                 |
|---|
| Wear and use the gear.  |
| • Follow instructions and   |
| Do the job the way.   |
| Only do jobs that you are for.                                    |
| Only use equipment that have a permit to use.                     |
| out for anything unsafe and act to make sure everyone stays safe. |
| Report any problem or eg. hazards, injuries.                      |
|   |
| Remember  |
| Think safe act safe and follow the rules                          |

### **Rules**

Every state has laws about mine safety. Each mine uses these to develop rules and procedures for their site. You need to learn these at each new place that you work.

Some rules are common to every workplace and some change depending on the state and type of mine. Every mine has a set of essential rules that are so important that if you break them you will be sacked or disciplined. For example if you deliberately do something that puts people in danger, such as remove an isolation tag, you will instantly be sacked.

# Activity 4.2 Reading the rules (1)

Read the following text



### **AUZ MINE**

### **CARDINAL RULES**

Things that you could be sacked for include:

- Deliberately breaking safety rules
- · Working under the influence of alcohol or drugs
- Bringing alcohol, illegal drugs, firearms or explosives on site
- Deliberately damaging safety or emergency equipment eg. signs
- Breaking isolation or tag procedures
- Not reporting accidents
- · Making false reports eg. Lying about an accident
- Smoking in non-smoking areas
- Breaking environmental procedures
- Using violence, threats or abusive language
- Horseplay
- Sleeping on the job
- Stealing from the company or employees
- Giving false time sheets

(Ref: Barrick Cardinal Rules)

If you break any of these rules you will be warned or sacked!



- What do you think cardinal rules are?
- What other word can you think of to describe these rules?
- Do you think any of these rules are more important than the others?
- Could you rank them in order of importance?

# Activity 4.3 Reading the rules (2)



**Read** the following rules for working around a belt conveyor.

### **AUZ MINE**

### **BELT CONVEYOR RULES**

These rules tell you about working around conveyor belts.

### **RESTARTING A CONVEYOR BELT**

When a conveyor belt has stopped, you must only reset it at the point where it was stopped.

Before you reset a conveyor, you must check for Danger Tags.

You **must not** by-pass a safety or emergency stop switch or signal line unit to re-start the belt.

Control can re-start a conveyor that does not need re-setting eg. Overload Trip.

### **RULES FOR WORKING AROUND CONVEYOR BELTS**

You must not ride on a belt conveyor.

To cross a belt, you must:-

- Use an OVERPASS, or
- Walk under the belt at places where this is safe.



- Why have these rules been written?
- Who are they written for?
- Who do you think might have written this?
- What two work situations do these rules cover?
- What could happen if someone didn't follow the rules?
- Highlight any new words in this text. Discuss them with your trainer.

### Answer the following...



- 1. Where do you restart a conveyor belt?
- 2. Can you ignore a safety stop switch and re-start a belt?
- 3. What must you do before you reset it?
- 4. Can a person ride on a conveyor belt to travel to a different part of the mine?
- 5. How do you cross a conveyor belt?

### **Permits**

To do a specific job at a mine you must have a permit to do that job. This is so that the management can make sure people are fully trained and qualified for what they are doing. For example, the people doing blasting need to have an explosives permit. In this case it is obvious. But what about driving a fence stake into the ground? You wouldn't think you need a permit for that. You'd do that at home without thinking, but at work you must have a permit even to hammer a fencing stake into the ground.



# Activity 4.4 Permits

- Why are permits so important in the mining industry?
- Do you know of any other permits? What are they used for?

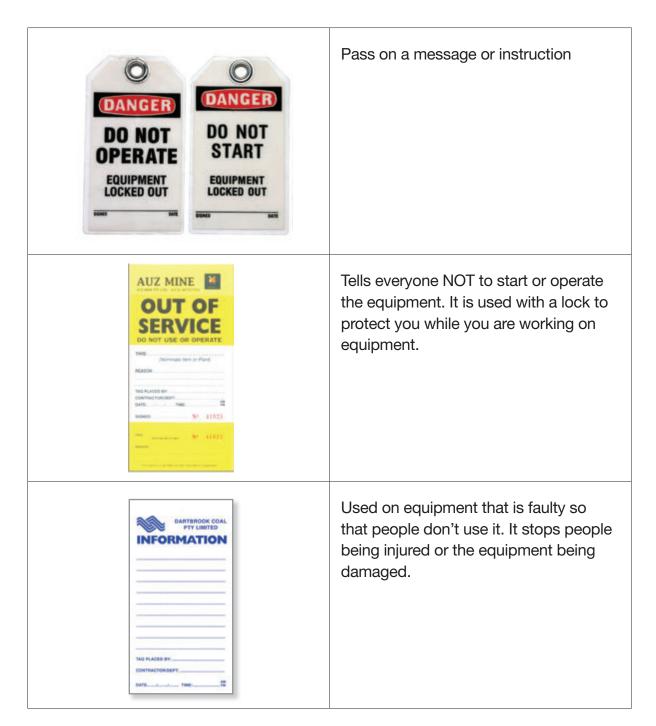
# **Tags**

Mine workplaces use three standard types of tags: danger tags, out of service tags and information tags.

# **Activity 4.5 Types of tags**



Draw lines to match the tag to why it would be used.



# SECTION 4

# **Information Tags**



# Reading information tags

Here's an information tag that was left for Joe.

| <b>INFORMATION</b>            |
|-------------------------------|
| JoE                           |
|                               |
| (AN YOU PLEASE                |
| SEE PAUL O'HERN.              |
| YOUR NEW BOOTS                |
| ARE IN                        |
|                               |
|                               |
| TAG PLACED BY: MIKE HERO      |
| CONTRACTOR/DEPT: OHS          |
| DATE 5 / 5 / 09 TIME: 2:00 PM |
| SIGNED:                       |

# Read it and answer the following... Who wrote the tag? Why is it important that Joe knows who wrote it? What time was the message left?

# Activity 4.7 Writing information tags (1)

You are working in the control room. Sam's wife calls and you have to leave a message for him.



- Go to "Information tag phone message" in section 4 of the DVD and listen to the phone call.
- Complete the information tag for Sam below.

| · *                        |
|----------------------------|
| DARTBROOK COAL PTY LIMITED |
| INFORMATION                |
|                            |
|                            |
|                            |
|                            |
|                            |
|                            |
|                            |
|                            |
|                            |
| TAG PLACED BY:             |
| CONTRACTOR/DEPT:           |
| DATE/ TIME:AM PM           |
| SIGNED:                    |

# **Activity 4.8 Writing information tags (2)**

Pretend that you are Ellie. You are working on the maintenance team. The supervisor asks you to give the team a message. You might not see all the people before the end of shift so you need to write the message on an information tag.



Go to "Information tag – The supervisor's message" in section 4 of the DVD and listen to the conversation between Ellie and Michael and then write the message, including the information at the bottom of the tag.



| DARTBROOK COAL PTY LIMITED |
|----------------------------|
| <b>INFORMATION</b>         |
|                            |
|                            |
|                            |
|                            |
|                            |
|                            |
| S                          |
|                            |
|                            |
|                            |
| TAG PLACED BY:             |
| CONTRACTOR/DEPT:           |
| DATE/ TIME:PM              |
| SIGNED:                    |

# **Out of Service Tags**

# **Activity 4.9 Reading out of Service tags**



Read the Out of Service tag

| AUZ MINE AUZ MINE PTY LTD A.C.N. 007377555   |
|--|
| OUT OF   |
| SERVICE<br>DO NOT USE OR OPERATE   |
| THIS: LADDER (Nominate Item or Plant)  |
| REASON: Rung Broken  |
| TAG PLACED BY: AMBO. SCOTT.  CONTRACTOR/DEPT: A. CEEN.  DATE: Jl./. LQ. / 2019 TIME: |
| SIGNED: 1  |
| THIS: No 41923  REASON:  |
| "This section to be filled out and returned to Supervisor"                           |



- Who placed this tag?
- Why was this tag placed?
- Why is there a tear off slip to give to the supervisor?
- Highlight any new words and discuss them with your trainer.

# **Activity 4.10 Writing Out of Service tags (1)**

While you are working on a pressure pump the gauge breaks. You shut down the pump and write an Out of Service tag. Complete the tag below.

(Use today's date and time)



| AUZ MINE PTY LTD A.C.N. 007377555                          |
|--|
| OUT OF   |
| SERVICE  |
| DO NOT USE OR OPERATE                                      |
| THIS: PRESSURE PUMP.  (Nominate Item or Plant)             |
| REASON:  |
|  |
|  |
| TAG PLACED BY:   |
| CONTRACTOR/DEPT:   |
| DATE:/TIME:PM  |
| SIGNED: Nº 41923   |
|  |
| THIS:  |
| REASON:  |
|  |
| "This section to be filled out and returned to Supervisor" |

# Activity 4.11 Writing Out of Service tags (2)

While you are doing a vehicle inspection on a 4WD land cruiser you find a gash in the rear left hand side tyre. No one is working on the vehicle.

Fill out an out of service tag (below).

# Activity 4.12 Writing Out of Service tags (3)

The drill you are using won't operate in reverse. Fill out a tag.



| AUZ MINE AUZ MINE PTY LTD A.C.N. 007377555                 |
|--|
| <b>OUT OF</b>  |
| SERVICE  |
| THIS:(Nominate Item or Plant)                              |
| REASON:  |
| TAG PLACED BY:   |
| SIGNED: Nº 41923   |
| THIS:  |
| "This section to be filled out and returned to Supervisor" |

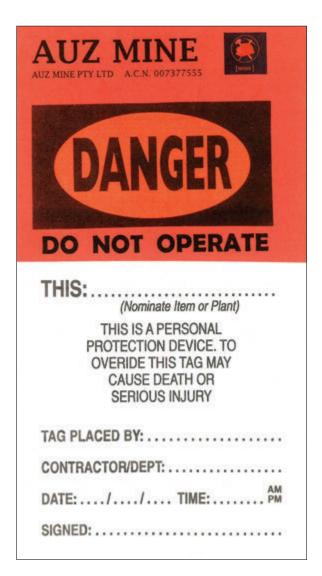


# **Danger Tags**

# Activity 4.13 Reading Danger tags (1)

Read the front of this Danger tag







- What does DANGER DO NOT OPERATE mean?
- Are there any exceptions when you should operate an item that has a Danger tag on it?
- What does a personal protection device do?
- What does override mean?
- What could happen if you override the tag?



### Read the back of this Danger tag

THIS TAG CAN ONLY BE
REMOVED BY THE PERSON
WHO PLACED IT. IN THE
EVENT OF THIS PERSON
BEING UNABLE TO REMOVE
THIS TAG IT CAN ONLY BE
REMOVED WITH THE
WRITTEN PERMISSION OF THE
SITE CONSTRUCTION MANAGER FOR THE
SURFACE AREAS AND BY THE REGISTERED
MINE MANAGER FOR UNDERGROUND
AREAS OR BY THEIR DESIGNATE.

REASON TAG HAS BEEN PLACED;



- What is the main point the writer is making?
- Why has this tag been placed?
- Highlight any words that you don't know.
- Highlight any parts of the text you don't understand.
- Discuss them in your group.
- Try to write this in a more simple way. This is called Plain English.

How did you go? Here's what we came up with. Was yours similar?

The tag can only be taken off by the person who placed it.

If they can't take it off, then the site manager, mine manager or a person they appoint must give written permission for it to be removed.

# **Activity 4.14 Reading Danger tags (2)**



#### Think about...Talk about

- What would happen if you went home and forgot to take your Danger tag off?
- In what situations might someone not be able to remove their own Danger tag?
- If the person can't take off their danger tag and the equipment is safe and needs to be started up again who can give permission for the tag to be removed?
- Can the manager just tell someone to take the tag off? Why/why not?



# Activity 4.15 Reading Danger tags (3)



THIS TAG CAN ONLY BE REMOVED BY THE PERSON WHO PLACED IT. IN THE **EVENT OF THIS PERSON** BEING UNABLE TO REMOVE THIS TAG IT CAN ONLY BE REMOVED WITH THE WRITTEN PERMISSION OF THE SITE CONSTRUCTION MANAGER FOR THE SURFACE AREAS AND BY THE REGISTERED MINE MANAGER FOR UNDERGROUND AREAS OR BY THEIR DESIGNATE. REASON TAG HAS BEEN PLACED; GENERATOR SURGINA SUSPECTED ELECTRICAL FAVAT - BEING REPAIRED DART-D-TAG



### Talk about and answer

- What piece of equipment is faulty?
- What was wrong with it?
- Why did Betty use a danger tag instead of an out of service tag?

# Activity 4.16 Writing Danger tags (1)

You are on maintenance crew and you are working behind a large fan. You have isolated it and have to complete the danger tag. Use today's date and time.



| AUZ MINE AUZ MINE PTY LTD A.C.N. 007377555   |
|--|
| DANGER<br>DO NOT OPERATE   |
| THIS:  (Nominate Item or Plant)  THIS IS A PERSONAL  PROTECTION DEVICE. TO  OVERIDE THIS TAG MAY  CAUSE DEATH OR  SERIOUS INJURY |
| TAG PLACED BY:   |
| CONTRACTOR/DEPT:   |
| DATE:/ TIME:   |
| SIGNED:  |

| THIS TAG CAN ONLY BE                |
|-------------------------------------|
| REMOVED BY THE PERSON               |
| WHO PLACED IT. IN THE               |
| <b>EVENT OF THIS PERSON</b>         |
| BEING UNABLE TO REMOVE              |
| THIS TAG IT CAN ONLY BE             |
| REMOVED WITH THE                    |
| WRITTEN PERMISSION OF THE           |
| SITE CONSTRUCTION MANAGER FOR THE   |
| SURFACE AREAS AND BY THE REGISTERED |
| MINE MANAGER FOR UNDERGROUND        |
| AREAS OR BY THEIR DESIGNATE.        |
|                                     |
|                                     |
| REASON TAG HAS BEEN PLACED;         |
| V -                                 |
| ^                                   |
| People working                      |
|                                     |
| behind fan                          |
|                                     |
|                                     |
| DART-D-TAG                          |

# Activity 4.17 Writing Danger tags (2)



a) You are on B crew and have to work under a large truck to fix part of it. You have parked the truck safely. You lock out the start and you have to fill out the Danger tag and tie it to the starting switch.

| AUZ MINE AUZ MINE PTY LTD A.C.N. 007377555   |
|--|
| DANGER<br>DO NOT OPERATE   |
| THIS:  (Nominate Item or Plant)  THIS IS A PERSONAL  PROTECTION DEVICE. TO  OVERIDE THIS TAG MAY  CAUSE DEATH OR  SERIOUS INJURY |
| TAG PLACED BY:   |
| CONTRACTOR/DEPT:   |
| DATE:/ TIME:   |
| SIGNED:  |

|     |     |    |    | T  | Н  | K  | 3  | T  | A  | G  | ( | 3 | A   | N  | (  | )  | V  | L  | Y | E  | 31 | E  |    |    |   |     |    |    |     |
|-----|-----|----|----|----|----|----|----|----|----|----|---|---|-----|----|----|----|----|----|---|----|----|----|----|----|---|-----|----|----|-----|
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|     |     |    | 1  | E  | VI | Ξ  | N  | T  | C  | )F |   | T | H   | IS | 5  | P  | E  | R  | S | 36 | 0  | N  |    |    |   |     |    |    |     |
|     |     | 1  | BE | E  | N  | G  | 1  | J  | N. | A  | В | L | E   |    | 10 | )  | R  | E  | 1 | W  | 0  | ١  | /E | =  |   |     |    |    |     |
|     |     |    | T  | Н  | 15 | 3  | T  | A  | G  | 1  | T | ( |     | A  | N  | 0  | )( | N  | Ľ | Y  | E  | 31 | =  |    |   |     |    |    |     |
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| N   | MIN | E  | M  | IA | N  | 1/ | 1  | 3  | EI | R  | F | ( | )F  | 3  | U  | N  | IC | )E | = | R  | G  | F  | 3( | 0  | U | N   | II | D  | ŊE. |
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|     | A   | н  | E  | ١: | 5  | U  | F  |    | В  | Υ  | 1 | ŀ | łE  | Ξ  | R  | I  | )[ | Ξ  | S | K  | 3  | N  | Α  | T  | Έ | :   |    |    |     |
|     | A   | H  | E  | 15 | 5  | C  | F  | 1  | В  | Y  | 1 | ŀ | łE  |    | R  | I  | D  | E  | S | I( | 3  | N  | A  | T  | E |     |    |    |     |
|     |     |    |    |    |    |    |    |    |    |    |   |   |     |    |    |    |    |    |   |    |    |    |    |    |   |     |    |    |     |
|     |     | E/ |    |    |    |    |    |    |    |    |   |   |     |    |    |    |    |    |   |    |    |    |    |    |   |     |    |    |     |
|     |     |    |    |    |    |    |    |    |    |    |   |   |     |    |    |    |    |    |   |    |    |    |    |    |   |     |    |    |     |
|     |     |    |    |    |    |    |    |    |    |    |   |   |     |    |    |    |    |    |   |    |    |    |    |    |   |     |    |    |     |
|     |     |    |    |    |    |    |    |    |    |    |   |   |     |    |    |    |    |    |   |    |    |    |    |    |   |     |    |    |     |
|     |     |    |    |    |    |    |    |    |    |    |   |   |     |    |    |    |    |    |   |    |    |    |    |    |   |     |    |    |     |
|     |     |    |    |    |    |    |    |    |    |    |   |   |     |    |    |    |    |    |   |    |    |    |    |    |   |     |    |    |     |
|     |     |    |    |    |    |    |    |    |    |    |   |   |     |    |    |    |    |    |   |    |    |    |    |    |   |     |    |    |     |
|     |     |    |    |    |    |    |    |    |    |    |   |   |     |    |    |    |    |    |   |    |    | ٠  |    | E  |   | );; |    |    | ·   |



b) You are on B crew and have to work on Belt Conveyor 3. You isolate it and complete the Danger tag. Use another piece of paper or other blank Danger tags.

## Following work procedures

Workplaces have procedures for all their main jobs. You may be trained in a procedure or you may be given job instructions to read and sign off that you understand them. It's important that you make sure you know and understand the procedures.

They may be called:

- SOP Standard Operating Procedures
- SJI Standard Job Instructions
- SWP Standard Work Procedures
- JSA Job Safety Analysis

## A few tips to help you read job instructions

Understanding how procedures or instructions are usually written will help you read them more easily.

- Look at any diagrams and pictures first. They can help you understand the text.
- The purpose of job instructions is to tell someone how to do a job or procedure.
   Look at the HEADING. That will tell you the purpose for the instructions or procedure.
- Procedures are usually written as a series of steps. The steps are sometimes numbered.
  - 1. Check argon bottle
  - 2. Clean nozzle
  - 3. Run test piece
- If the steps aren't numbered, look for words which tell you **what order** to do the actions in. Eg *First, secondly, then, next, after, before...*

Cut pipe A.

Then connect pipe A to the drain.

• Action words (verbs) often come first and tell you what to do. Eg. Wear, fix, turn...

Turn the wheels to the curb.

Chock the rear wheel.

• Look for words that tell you how important a step is. Eg words such as *must*, should, it is important...

# **Activity 4.19 Writing a procedure**

Look at this procedure for placing an Out of Service tag.

## **Attaching an Out of Service tag**



| 1. | Discover item is faulty and if operated could cause injury or damage. |
|----|---|
| 2. |   |
| 3. |   |
| 4. |   |
| 5. |   |
| 6. |   |
| 7. |   |

The steps are jumbled up. Write the steps in their correct order in the empty spaces in the table below.

| Fill out the Out of Service tag, in pen. Complete all details and sign.      |
|--|
| Give yellow section to supervisor.   |
| Tear off the yellow section.   |
| Tie completed tag to all isolation points.                                   |
| Inform the person(s) responsible for the item that it is faulty.             |
| Find isolation points on item eg. "on" switch, start point or energy source. |

## **Communication**

An important part of your job is listening to verbal instructions about work.



## Activity 4.20 Listen to shift briefing

Go to "Shift muster" on section 4 of the DVD and listen to the shift briefing.

Imagine that a visitor has just come into the room and missed that part of the briefing. In your own words, tell the visitor:

- what jobs Buddy's crew were given.
- what was the problem on 104 road.
- what was happening with the conveyor belts.
- why workers have to be extra careful with the vehicle inspections.

### **Using 2-way radios**

Communication is important in every workplace. In a mining workplace the person you need to talk to is often not in the same room as you.

In a mining workplace a lot of communication happens by 2-way radio. There can be lots of background noise and static so it's always important to check that the person you are talking to understood what you meant. Each workplace has its own way of doing this.

## Important tips for using a 2 -way

- Speak clearly.
- Listen carefully and concentrate on what the person is saying.
- Check that you got the whole message and understood it by clarifying. Eg. "So you want me to do X and then Y and Z".

# Activity 4.21 Using a 2-way (1)



Go to the "Radio talk" in section 4 of the DVD and listen to the 2-way conversations.



#### Think about...talk about

- What were some of the special 'radio-talk' words or phrases that were used?
- How did the speakers make sure they understood the other person accurately?

## Activity 4.22 Using a 2-way (2)

## Following work instructions

Pair up with a mate. Using a 2-way radio or phone, practise the following conversations and activities. Try to have a radio on, or have some other distracting noise in each room.

Your trainer is going to pretend to be your mine boss. He / she is going to ask you to collect several things and then meet up later at a set point. All of the instructions will be given to you over the 2-way (or phone). You can take notes and clarify the instructions during the radio call.

### Sample task:

Please leave the training room and head out the northern door and collect a shifter. Then go to reception, drop off the shifter and sign your name on the radio sheet. Then collect a cup of water from the drink fountain and meet me at the library. Oh don't forget, take a pen with you.

## **Assessing hazards**

# Activity 4.23 What's a hazard and what do I do about it?



#### Think about...talk about

What is a hazard?
 Source of harm
 Source of possible harm
 A situation which could cause loss

(If you decided that it is all of the above, you are right.)

- What sort of hazards could you just fix and what sort of hazards do you need to report?
- Who do you report hazards to?
- What do you do if someone is breaking the rules?
- Might this cause a problem with your relationship with your family or kin? How might you resolve this?

Whether you fix a hazard or tag and report it depends on how dangerous it is. To work this out you do a risk assessment. For example, you might decide that a leaking hot water tap in your home bathroom needs to be fixed straight away because there is a risk the kids could get burnt. However you might decide to leave the leaking cold tap beside the shed to another day.

You've probably done some sort of risk assessment before, but maybe you didn't realise that's what it was. When you make those decisions, you have done a risk assessment.

What you are assessing is the risk or chance of something bad happening. Two important factors to consider are the:

| Consequence | How bad the loss or injury could be if you ignore the situation and the worst happened |
|-------------|--|
| Likelihood  | How likely is it that the risk will happen and how often might it happen               |

# **Activity Risk assessment**



## Think about...talk about

Assess the risk and talk about what you would do if... (Tick the boxes)

|  | Fix it myself | Tag it | Report |
|--|---------------|--------|--------|
| You came across a large pothole in a mining road.  |               |        |        |
| You were asked to use a machine that had a broken safety guard.  |               |        |        |
| There was a small oil spill on the workshop floor.   |               |        |        |
| You were the first one to find a broken window in the garage area.   |               |        |        |
| The kettle in the lunch room kept tripping the power.  |               |        |        |
| You were asked to move a bag that was too heavy for one person.  |               |        |        |
| You saw someone playing a practical joke by turning a safety sign around.  |               |        |        |
| You were working with someone who was putting a stake in the ground and they didn't have a permit. You had said to them that they shouldn't do it because they didn't have a permit but they just said "It'll be right mate" and put it in anyway. |               |        |        |

# **End of shift report**

| The points below are a    | summary of w     | vhat you have learnt.               |            |
|---------------------------|------------------|-------------------------------------|------------|
| Fill in the blanks to cor | nplete the sent  | tences.                             |            |
| You have to               | safe,            | safe and follow the                 | <u>.</u>   |
| Some rules are so in      | nportant that if | f you break them you will be        | <u>.</u>   |
| Out of Service tags       | are used to wa   | arn people not to use               | equipment. |
| • D                       | tags are us      | sed to tell people not to operate   | equipment  |
| because people are        | working on it.   |                                     |            |
|                           |                  |                                     |            |
| If you see something      | g dangerous yo   | ou should                           | it.        |
|                           |                  |                                     |            |
|                           |                  |                                     |            |
| Reflection                |                  |                                     |            |
| What was the most int     | eresting or sur  | prising thing you learnt in this se | ection?    |
|                           |                  |                                     |            |
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# Section 5: Emergencies

## Introduction

## In this section you will learn about:

- Mine safety management plan
- Emergency evacuation procedure and escape routes
- Emergency radio communication

#### **New Words**

| Word                  | Meaning                              |
|-----------------------|--------------------------------------|
| Evacuation            | Getting people out of an unsafe area |
| Evacuation procedures | Plan of safest way to get people out |
| Escape route          | Path out                             |
| Muster area           | Place to gather people               |
| Egress                | Exit or means of getting out         |

# **Activity 5.1 Mine site emergencies**



## Think about...talk about

What are some of the emergencies that might happen in a mine site?



Watch "Emergencies" in section 5 of the DVD and see how many you can think of.

## Mine safety management plan

Every mine has a plan for emergencies. The Mine Safety Management Plan gives the steps or procedure for workers to follow in any emergency.

Every work area will have escape routes, emergency evacuation areas and muster areas, or places to gather if there is an emergency. Depending on the danger, the escape route may be different from the way you went into the work area. In underground mines there may also be areas known as refuge chambers.

Make sure that you know the evacuation routes and safety areas.

#### The key rules of any emergency are:

- Do not put yourself in unnecessary danger
- Report the emergency
- Act to minimise danger to others
- Think before you move an injured person. If they must be moved try to minimise further injury.

## **Emergency evacuation procedures**

All workplaces must have an evacuation procedure.

#### Key steps will be:

- 1. You will be warned of emergency by siren, radio call ("emergency, emergency, emergency"), smelly gas or lighting. Find out exactly what is used in your workplace.
- 2. Follow the directions given by officials.
- 3. Move to the nearest muster point or safety point. In some cases, such as fire, you may have to use an alternative exit route (egress) to get out safely.
- 4. Stay at the muster area. Wait for instructions.







## **Fires**

In the case of a fire, you're not paid to be a fire fighter, so don't put yourself in danger. Assess the situation. If it is safe, use an extinguisher.

Immediately report it as an emergency.



## **Activity 5.2**

#### Think about... talk about

- Why is it important to stay at the muster area?
- Do you have a fire escape plan at home?
- Have you ever had a fire drill at home? This is very important if you have kids.
- There's a saying "Get down low and go, go ,go".
   Why is it important to get down low, in a fire?



# **Activity 5.3 Escape routes**

Find or draw a map of the area you are currently training in.

- Highlight the emergency muster area(s).
- Draw the best route you would use to get to the muster area if there was an emergency.
- Imagine a fire blocked that route. In another colour, draw an alternative way to get to the muster area.

## **Radio communication**

After you assess an emergency, the most important job is good communication. You need to stay calm and clearly communicate all the details about the emergency. Then understand and follow instructions. Your life and your mates lives may depend on this.

## **Emergency procedure**

- 1. Phone or radio the emergency number or channel.
- 2. Say: "EMERGENCY, EMERGENCY"
- 3. Clearly tell the contact:
  - Your name
  - Where the emergency is
  - What the problem / injuries are
  - What help is needed
  - What the hazards are
- 4. Check to make sure all details were understood.
- 5. Follow the instructions given to you.
- 6. DO NOT return to the area and DO NOT leave until officials tell you it is safe.

# Activity 5.4 Reporting an emergency



#### Think about...Talk about

Have you ever been in an emergency situation? Have you ever had to call an ambulance? What did you do? How did you feel? Share your stories with each other.

#### Role play

You are the first person to find an emergency. Follow the procedure above to report the following emergencies. Ideally role play these with your trainer or mate using a phone or radio. Alternatively write down what you would say. Make sure you get all the details from point 3.

- There is a fire in area 7B. You cannot put it out with an extinguisher and it is growing and coming closer. 14 people from C crew are working in the section. The fire is affecting Dave's asthma but everyone else is fine.
- You are in an LV (light vehicle) with Sally going to help with a site survey. About 3km along the Ridge Road, Sally suddenly appears to be having a heart attack.
- A truck has rolled on road 3. The driver and a learner are trapped and you have no idea about the extent of their injuries.
- In groups, discuss other possible emergency scenarios. Give the best one to another group to role play the emergency call.

# **End of shift report**

| The points below are a summary of what you have learnt.   |
|---|
| Fill in the blanks to complete the sentences.   |
| 1. When you are working in a new area, make sure you know the   |
| routes and areas.   |
| 2. The emergency call on the radio is,  |
| 3. When you have to evacuate, you must stay in the  |
| and wait for  |
| 4. If you have to report an emergency by phone or radio, what important information do you have to pass on? |
| •   |
| •   |
| •   |
| •   |
| •   |
| Reflection  |
| What was the most interesting or surprising thing you learnt in this section?                               |
|   |
|   |
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# Section 6: Reports

## Introduction

### In this section you will learn about:

- shift reports
- hazard reports
- accident reports.

## Do you understand these terms?

| Word         | Meaning   |
|--------------|---|
| Legible      | Able to be easily read                          |
| Abbreviation | Short ways of writing words ('Nº' for 'number') |
| Relevant     | Important                                       |



## **Shift reports**

# Activity 6.1 What's a shift report?

#### Think about.... talk about

- Have you had to read or write shift reports in any job you have had?
- Who writes shift reports?
- Why are shift reports written?
- Who reads them?
- What happens to them after they have been read?
- What things do the people who read them need to know?

# Good shift reports: what are they and why are they needed?

Shift reports are written at the end of a shift to record important events and pass on information to the next crew. Supervisors and people doing specialised jobs rely on them. The reader will often skim back through a few shift reports to get the overall picture of what has been happening. A tradesperson might read it to confirm what parts need to be ordered or where a repair is up to.

Good shifts reports are very important because in many mining jobs it is not possible to speak face-to-face to the person on the next shift in order to pass on information.

### A good report has:

- important facts and details clearly set out
- no 'waffle' or unnecessary information
- business-like language
- no slang
- neat, legible handwriting, preferably printing.

# SECTION 6

## Activity 6.2 A good report (1)

Look at this shift report and notice how it does all those things.

## STATE MINING Co Shift Report

Fill in the date and shift. This could be crucial.

Your name

Dot points. Each point separated as a new dot point

Dot points in logical order

Most new points start with a verb: (What you DID)

- Fixed...
- Replaced.....
- Tested....

Make important information STAND OUT

District Lwest Unit LW4

Date 21/5/09 Shift night

Technician Jack Thomas

#### Work completed:

## L25 Junction

- · Fixed leak at L25
- · Replaced copper sleeve part J25S7
- · Tested OK
- · Cut loose flap off WIS edge of belt.

## P5 East Pump

- · Tested for fault
- · Valve faulty
- · Ordered valve Noz5 not available till tomorrow

## Work to be completed:

\*\*\* Check at store for valve no 25.

Replace at P5 East Pump

Signature J Thomas

No need for full sentences. Leave out unnecessary words such as 'a', 'the', 'and'.

Plenty of 'white space' between points to make it easy to read.

Formal, business-like language. Use known jargon and abbreviations.

Sign it



## Activity 6.3 A good report (2)

Look at the reports on p.93 and p.94 they are from an underground coal mine.



## Think about.... talk about

- What things have the writers done to make it easy for the reader to get the necessary information?
- Circle the parts of the reports which don't work so well or are hard to understand?
- Which is the best report and why?
- If you were the supervisor or the person on the next shift, what would you ask the writers to do differently?

## Report No 1

| AUZ MINE AUZ MINE PTY LTD A.C.N. 007377555                               |
|--|
| Shift Report   |
| Operator & TAMES  Work completed:  |
| - W/O MIGGO PANTECH DAILY - COMPLETE A3                                  |
| - W/O M 16623 PANTECH WEEKLY - " " A3                                    |
| - REPLACED LEG GUAGES ON #8, #82   |
| - " " BURST DISC ON #40  |
| - " " COMPENSATING CYL HOSE ON #17                                       |
| - IDENTIFIED FOR DIFFERS SUSPECT LENGTHS OF                              |
| SHEARER WATER HOSE 3 HOSES TO CHANGE - 1-SM LENGTH AT SHEARER            |
| I-SM LENGTH ONTO ABOVE   |
| 140m "   |
| BROKEN WIRE BRAIDS.  |
| Work to be completed:  |
| * SIDE SEAL CYLINDERS WHICH NEED   |
| * SIDE SEAL CYLINDERS WHICH NEED REPLACING DUE TO BIPASSING #4, #36, #61 |
| Signature Dames  |

## Report No 2

| Shift                   | Report                 |
|-------------------------|------------------------|
| District 4/W4 Unit 4/W4 | Shift A/S Date 11/4/00 |
| Operator THCKO          |                        |
| Work completed:         |                        |
| - PINS, SHEA            | AR - VERTICAL CLEVIS   |
| - REPLACED              | Nº 113 MOUNTED         |
| CLEVIS &                | REALIGNED NO 112,      |
| 113, 114 S              | F20.                   |
|                         |                        |
|                         |                        |
|                         |                        |
|                         |                        |
|                         |                        |
|                         |                        |
| Work to be completed:   |                        |
|                         |                        |
|                         |                        |
|                         |                        |
| A                       |                        |
| Signature The           |                        |

# **Activity 6.4 Abbreviations**

Notice the abbreviations used in those reports. Look through the reports and highlight them.

## Match the abbreviation to its meaning

| W/O      | and                   |
|----------|-----------------------|
| " "      | Work Order            |
| #        | Afternoon Shift       |
| and or & | metre                 |
| A/S      | Same as above (ditto) |
| m        | number                |
| Nº       |                       |

## **Writing reports**



# **Activity 6.5 Writing a good report**

Copy the ideas below to the correct column in the table.

| Reports that work well | Reports that don't work well |
|------------------------|------------------------------|
|                        |                              |
|                        |                              |
|                        |                              |
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|                        |                              |

| Use business language                        | Leave important details out     | Give facts and details                 |
|--|---------------------------------|--|
| Waffle on                                    | Short, to the point             | Use swearing                           |
| Use technical words, abbreviations and codes | Messy handwriting, hard to read | Use sub headings                       |
| Phrases often start with verbs               | Complete all parts of form      | Vent emotions                          |
| ***make important points stand out           | Give enough information         | Use dot points                         |
| No name given                                | Sign and date                   | Leave out little words like "the", "a" |

# **Activity 6.6 Do it properly – No excuses!**



Watch "The shift report" in section 6 of the DVD and list some of the reasons Riley gives for not writing a good report.



Add any other reasons you can think of.

Discuss ways you could overcome these problems.



| Reasons                    | Ways to overcome |
|----------------------------|------------------|
|                            |                  |
| Eg. Tired from night shift |                  |
|                            |                  |
|                            |                  |
|                            |                  |
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|                            |                  |

## **Planning for good reports**

Good writing and good reports take planning. To give your reports POW...

PLAN

ORDER

WRITE

#### Make notes

As you work throughout the day make short notes in a little pocket sized book. Make notes of the tasks you complete, hazards you see and other things that you think you should report. When you get to the end of the day you will already have your main points planned and in order. You won't have to waste time trying to remember and you won't forget anything.

## **Personal spelling list**

You can also put your personal spelling list in the back of the book and use this to check the spelling of any difficult words. It's an easy way to get things right and not have to rely on other people.

#### Think of the reader

When you write, think about:

- Why am I writing this?
- Who am I writing it for?
- What do they need to know?

Then imagine them reading your report.

## Writing in point form

# Activity 6.7 Dot points

When you write in point form (or dot points) you don't have to use whole sentences. You can leave out the little words like the, an, and. You only use the necessary words.

Change the following sentences into dot points. The first one is done for you.



- 1. I radioed to the store and spoke to Jack and ordered a new P22 valve for the pump I was working on at W204.
  - · Ordered Pzz valve for pump at Wzo4.
- 2. Jack and I eventually replaced the pin on shield number 47. We also replaced the one on number 30.
  - •
- 3. I removed the worn cables and replaced them with new PM4 cables on number 99.
  - lacksquare
- 4. Joe asked me to replace the leg gauges on numbers 8 and 32.
  - •
- 5. I spent most of the day delivering stores to Mick's crew. They have been working at W23.
  - •

# Activity 6.8 Now it's your turn...

You are going to write a shift report about this chapter.

| a) | First make notes on the work you have done so far in this chapter. Make sure your notes are in chronological order. That is, from the first thing you did to the last. |
|----|--|
| •  | Talked about what we know about shift reports.   |
|    |  |
| •  |  |
|    |  |
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|    |  |
|    |  |

b) Now use those notes to write a shift report about this chapter so far. Make sure you include all the features of a good report.



|                       | The Mining Mob End of Shift Report |
|-----------------------|------------------------------------|
| Class                 | Date                               |
| Name                  |                                    |
| Work completed:       |                                    |
|                       |                                    |
|                       |                                    |
|                       |                                    |
|                       |                                    |
| Work to be completed: |                                    |
|                       |                                    |
|                       |                                    |
|                       |                                    |
| Signature             |                                    |
|                       |                                    |

When you have written your report, proofread it and edit it using the editing checklist below.



| Editing checklist  | √ if yes |
|--|----------|
| Have you filled in every section?  |          |
| • Is the language appropriate? That is, is it business-like with no slang?   |          |
| • Is it in point form? That is, is it concise with no unnecessary words?   |          |
| Is each point in logical or chronological order?   |          |
| Is your handwriting neat and legible?  |          |
| • Is each point on a new line, separated by a space?   |          |
| Is your language clear?  Have you read it over to yourself to make sure it 'sounds right' and no important words are left out? |          |
| Have you checked all the spelling and punctuation?   |          |

Congratulate yourself – you just wrote a shift report!

By the way.....

Are you worried that your handwriting is messy and hard to read? Ask your trainer for some worksheets to practise neat handwriting. It is really important!

## Reports gone wrong

# Activity 6.9 Case study

Charlie came to work and read the last shift report. It said:

SWP tripped off heaps on low water pressure Pressure and inlet filters need checking.

Charlie went to check the job and when he got there, he found that inlet water pressure was low (about 4 bar).

Charlie then thought that the problem might be at 104 cut. He had to wait for an LV (light vehicle) and went to 104 cut. He found that the reducer was by-passed so that might mean the problem was further up the line at 10 mains.

At 10 mains he tested the reducer and found that it needed replacing. He radioed control to order the part.

Three hours later the part finally arrived just as Charlie's shift ended.

When Charlie got back to the crib room he was frustrated and in a foul mood. In his end of shift report he filled out:

| Regional Mining Co End of Shift Report |          |            |      |
|--|----------|------------|------|
| District                               | Unit D6. | Shift arvo | Date |
| Operator Charlie                       |          |            |      |
| Work completed:                        |          |            |      |
| Stuff all                              |          |            |      |
|  |          |            |      |
| Work to be completed:                  |          |            |      |
|  |          |            |      |
|  |          |            |      |
|  |          |            |      |

| What was wrong with Charlie's shift report?                               |
|---|
|   |
| What details were missing in his shift report?                            |
| What is likely to happen for the person doing this job on the next shift? |
| what is likely to happen for the person doing this job on the next shift? |

# Activity 6.10 Write a shift report (2)

In groups, work together to draft and write the report for Charlie.

Make sure you give all the details.

- When events happened (date and time if relevant)
- Where the problem is so the next person can find it
- Who worked on it
- What you think the problem is
- What you did about it
- What is still needed

Then look back to the editing checklist on p.108 to see if you have included all the features of a good report.



## Regional Mining Co Shift Report

| District              | Unit | Shift | Date |  |
|-----------------------|------|-------|------|--|
|                       |      |       |      |  |
| Operator              |      |       |      |  |
| Work completed:       |      |       |      |  |
|                       |      |       |      |  |
|                       |      |       |      |  |
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|                       |      |       |      |  |
|                       |      |       |      |  |
| Work to be completed: |      |       |      |  |
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|                       |      |       |      |  |
| Signature             |      |       |      |  |
|                       |      |       |      |  |

## **Hazard and accident reports**



## Think about...Talk about

- Have you ever had to fill in a report such as an accident report?
- What did you have to write in it?



# Activity 6.11 Reading a hazard report

- Skim the hazard report completed by Sam and read the bold headings to see what sorts of things he needed to write about.
- Then read the report in detail and answer the questions on the following page.

# **HIAS REPORT**



| <b>D</b> | A. INUTIAL  | DEDODT to be a second                          |              | l                 |                    | ty Ltd ACN 007377555 |  |  |
|----------|---|--|--------------|-------------------|--------------------|----------------------|--|--|
|          |   | <b>REPORT</b> to be completed and/or the shift |              |                   |                    |                      |  |  |
| 1. 1     | . Type of event – please tick   |  |              |                   |                    |                      |  |  |
|          | ✓ Hazard  | Incident                                       | Acc          | cident            | Suggestion         | Complaint            |  |  |
| 2. F     | . Persons Directly Involved – attach separate sheet if more space is needed.  |  |              |                   |                    |                      |  |  |
|          | First Name Sam Surname Jones Direct Supervisor Mike Ruby  |  |              |                   |                    |                      |  |  |
|          | Employer /  | AUZ Mine Occu                                  | pation       | Miner De          | ept/Contractor     | Crew B               |  |  |
|          | Employmer  Employ   |  | or           | Sub-contracto     | or Visitor         |                      |  |  |
| 3.       | When and w  | here did the event oc                          | cur?         |                   |                    |                      |  |  |
|          | When:<br>Where:   | Date (dd/mm/yy) 05/10/10                       | Time<br>1130 | (24 hr clock)     | Hours into sh      | ift                  |  |  |
|          |   | Exact Location  105 road – near jun            | ction w      | ith 15            |                    |                      |  |  |
|          | Reported:   | Date (dd/mm/yy) 05/10/10                       | Time<br>1700 | (24 hr clock)     |                    |                      |  |  |
| 4.       | Shift details   |  |              |                   |                    |                      |  |  |
|          | Туре  |  |              | Duration of S     | hift               |                      |  |  |
|          | ✓ Day   | Night Aftern                                   | oon          | ✓ 8hrs            | 12hrs Ot           | her                  |  |  |
|          | Description of incident, hazard, accident, complaint or other event.  Large pothole in 105 road, near 15 crossroad. |  |              |                   |                    |                      |  |  |
|          | Hazard to u   | valking and driving tr                         | affic.       |                   |                    | 15                   |  |  |
| Sig      | nature of inf   | formant SJones                                 |              |                   |                    | pothole              |  |  |
| NO       | TE: If there is   | an injury or suspected                         | injury, p    | olease complete F | Part B of the forr | m on page 2.         |  |  |

### 1. Who should complete part A?



2. Section 1, Type of Event, lists five different types of events you might be reporting on. Match the events below to the type of report.

A member of the local Aboriginal community complains that land

| A member of the local Aboriginal community complains that land title agreements are not being kept properly.  | Accident   |  |  |  |  |
|---|------------|--|--|--|--|
| Sudden heat wave means working temperatures are unexpectedly high. Foreman wants to suggest that crew B be assigned to other duties to prevent heat sickness. | Incident   |  |  |  |  |
| John has an accident and is injured.  | Hazard     |  |  |  |  |
| A worker has had an argument with the foreman and walked off the job.   | Suggestion |  |  |  |  |
| A conveyor belt is not maintained properly and rips.  | Complaint  |  |  |  |  |
| <ul><li>3. What does (dd/mm/yy) mean?</li><li>4. What time did the incident occur (in 24 hour and 12 hour time)?</li></ul>                                    |            |  |  |  |  |
| hours am/pm   |            |  |  |  |  |
| 5. When was it reported (in 24 hour and 12 hour time)?  |            |  |  |  |  |
| hours am/pm   |            |  |  |  |  |
| 6. Why do you think Sam decided to draw a diagram?  |            |  |  |  |  |

# **Writing reports**

# Activity 6.12 Writing reports (1)

When you write a report you give the facts, not your opinions or emotions or your interpretation.

'Six people were killed in the mine accident', is a statement of fact.

'It was a massacre caused by the mine administration's lack of action', is an opinion.

### Are these statements of fact or opinion? Tick the box.

|   | Fact | Opinion |
|---|------|---------|
| It was a stupid thing to do.  |      |         |
| He was gazing out of the window and not paying attention.   |      |         |
| He was looking towards the window.  |      |         |
| He ran around the corner like a maniac.   |      |         |
| He appeared to come around the corner very quickly.   |      |         |
| It was an accident waiting to happen.   |      |         |
| There were about six people in the truck. I could hear them calling out in loud voices and singing. |      |         |
| The truck was packed with louts making a terrible racket.   |      |         |

# **Activity 6.13 Writing reports (2)**



The sorts of forms you've looked at in this Section will be investigated and acted on. They will then be filed away in the office. They could even be used in court. For example, if the accident becomes a workers' compensation matter, your form could be used by the insurance company in court.

It is very important that what you write is accurate and clearly written.

Read the report on the next page and notice how this is done.

### (Section of) ACCIDENT REPORT FORM

### 1. DETAILS OF WITNESS

Name

David Smith

Job Title Contractor

Your full details. Someone might need to contact you for further information.

Address 3 East Ave Eastville NSW 2345 Date of Birth

13/6/74

### 2. WITNESS STATEMENT

Details of accident including location, equipment, other people involved etc.

Details of what happened, step by step.

Each point in a new paragraph, separated by a space.

At approximately 12.15 am on 13 December I was securing a load of steel pipe on the truck. Tony Jackson was adjusting a load on the forklift. I heard a clatter and a loud scream.

When I turned around I saw Tony lying on his back on the ground with some of the load on top of him.

He appeared to be in pain and complained of pain in his back and right arm.

There was nobody else near him at the time. I was the closest person, about 2m away from him.

I lifted the pipe from him and called to Susan Gill at the store to call First Aid.

Proper, full sentences with standard punctuation.

Full names and job

titles of anyone you

mention.

Mark Jones, the First Aid Officer arrived about three minutes later and took him to the First Aid Station.

Signature

D Smith

Date 13/12/09

You need to sign here. You are signing a legal document. Verbs in the past tense:

- was securing
- was adjusting
- heard

Write only what you SAW or HEARD. You only saw that 'He appeared to be in pain'.

Details as exact as possible.

(Sometimes you are asked to draw a diagram also.)

# Activity 6.14 Writing reports (3)





Tommy works in the workshop. Well, this morning he was standing at the brake press behind me – I remember it was after smoke so it must have been about 10.30.

He'd put the metal in the machine and was pressing the plates to fold it. He wasn't using any other tools or anything – just operating the brake press. Next thing I heard an almighty scream.

His hand was really bad — it's his right hand too. Looked a mess — all crushed. I called old Jake right away. He's the supervisor. I was the only one who saw it. I work in the same section as Tommy.

I think he must have got distracted by that dopey kid who's just started work in maintenance.

Adapted from: The Reading Writing Roadshow, DEET and NSW TAFE 1994

Read the description of Tommy's accident.



- Highlight all the facts.
- Put a line through his opinions or irrelevant information.
- Use this information to fill out the report form on the next page.
- Some of the details are filled in for you.
- Imagine you were the witness.
- Make sure your report has all the features of a good report.
- When you have finished, proofread your work and check it against the editing checklist on p.108

### **ACCIDENT REPORT FORM**

| PART A To                                    | PART A To be completed by injured person, witness or supervisor |                     |           |      |                              |        |
|--|---|---------------------|-----------|------|------------------------------|--------|
| 1. DETAILS OF INJURED PERSON                 |   |                     |           |      |                              |        |
| Name   | Thomas Dixon  |                     | Job Title | )    | Welder Class 1               |        |
| Address                                      | 7 Thomas St, St   | anmore              | D.O.B.    |      | / <sub>12</sub> /68<br>d/m/y |        |
|  |   |                     |           |      | α/π/y                        |        |
|  | S OF ACCIDENT   |                     |           |      |                              |        |
| Where did i                                  | it occur? Dept or Se  | ction?              |           |      |                              |        |
| Exact locat                                  | ion   |                     |           |      |                              |        |
| When did to                                  | he accident occur?  | Date                |           |      | Time                         | am/pm  |
| What was t                                   | :he injured person do   | oing at the time of | the accid | lent | ?                            |        |
|  |   |                     |           |      |                              |        |
|  |   |                     |           |      |                              |        |
| 3. DETAIL                                    | S OF INJURY   |                     |           |      |                              |        |
|  |   |                     |           |      |                              |        |
|  |   |                     |           |      |                              |        |
| 4. WITNES                                    | SSES  |                     |           |      |                              |        |
| Name   |   |                     |           |      |                              |        |
| Sectiion                                     |   |                     |           |      |                              |        |
|  |   |                     |           |      |                              |        |
| Job title                                    |   |                     |           |      |                              |        |
| 5. ACCIDENT REPORTED TO: Jake Thoms, Foreman |   |                     |           |      |                              |        |
|  |   |                     |           |      | Time                         | 0.00 / |
| Date report                                  | leu   |                     |           |      | Time                         | am/pm  |
|  |   |                     |           |      |                              |        |
| C NAME C                                     | NE DEDOOM COME  | ETIMO DADE A        |           |      |                              |        |
| o. NAME C                                    | 6. NAME OF PERSON COMPLETING PART A:                            |                     |           |      |                              |        |

Date

Signature



| Editing checklist   | √ if yes |
|---|----------|
| Have you filled in all the information?  (Who?where?when?)  |          |
| Have you included only the facts?   |          |
| Have you left out personal opinions?  |          |
| • Is the information in logical steps?  |          |
| • Is each new point on a new line, separated by a space?  |          |
| • Is your language clear?   |          |
| Have you read it over to yourself to make sure it 'sounds right' and no important words are left out? |          |
| • Is it concise with no unnecessary words?  |          |

# **Activity 6.15 Writing reports (4)**

The following tells the story of an accident, but the events are in a jumbled order.

| 1. Put the events of this accident in order. (Write numbers in the boxes)   |
|---|
| Contractor left 4WD vehicle and entered site hut to request directions.   |
| Shift manager (Mike Mate) notified of accident.   |
| Loaded truck reversed over 4WD squashing it.  |
| 4WD driven to out of bounds area by new contractor (Joe Rory) who was unsure where he was to go.  |
| Truck operator (Joan Oris), stopped production to assess if someone was in vehicle and assess damage.   |
| 4WD rolled away into pit area.  |
| 2. Pretend that you are Joe and write the accident report for the above accident on the report form on the next page. It happened at 2115 yesterday on a 12 hour shift. |
| 3. Proofread and check your report using the editing checklist on p102.   |

# **HIAS REPORT**



|                      |   |   |          |                 | AUZ MINE Pty     | Ltd ACN 007377555 |  |  |  |
|----------------------|---|---|----------|-----------------|------------------|-------------------|--|--|--|
|                      |   | REPORT to be completed and/or the shift |          |                 |                  |                   |  |  |  |
| 1. 1                 | Type of even  | t – please tick                         |          |                 |                  |                   |  |  |  |
|                      | ✓ Hazard  | Incident                                | Ace      | cident          | Suggestion       | Complaint         |  |  |  |
| 2. F                 | 2. Persons Directly Involved – attach separate sheet if more space is needed. |   |          |                 |                  |                   |  |  |  |
| First Name Surname [ |   |   |          |                 | irect Supervisor |                   |  |  |  |
|                      | Employer  | Occu                                    | pation   | D€              | ept/Contractor   |                   |  |  |  |
|                      | Employmer Employ  |   | or       | Sub-contracto   | or Visitor       |                   |  |  |  |
| 3.                   | When and w  | here did the event oc                   | cur?     |                 |                  |                   |  |  |  |
|                      | When:<br>Where:   | Date (dd/mm/yy)                         | Time     | (24 hr clock)   | Hours into shift |                   |  |  |  |
|                      |   | Exact Location                          |          |                 |                  |                   |  |  |  |
|                      | Reported:   | Date (dd/mm/yy)                         | Time     | (24 hr clock)   |                  |                   |  |  |  |
| 4.                   | Shift details   |   |          |                 |                  |                   |  |  |  |
|                      | Туре  |   |          | Duration of S   | shift            |                   |  |  |  |
|                      | Day   | Night Aftern                            | oon      | 8hrs            | 12hrs Othe       | er                |  |  |  |
| 5.                   | Description   | of incident, hazard, a                  | ccident, | complaint or ot | her event.       |                   |  |  |  |
|                      |   |   |          |                 |                  |                   |  |  |  |
|                      |   |   |          |                 |                  |                   |  |  |  |
|                      |   |   |          |                 |                  |                   |  |  |  |
|                      |   |   |          |                 |                  |                   |  |  |  |
|                      |   |   |          |                 |                  |                   |  |  |  |
| Sig                  | Signature of informant  |   |          |                 |                  |                   |  |  |  |

# Activity 6.11 Writing accident reports (5)



Imagine that you have just had an accident. Two hours ago, you stepped in the large pothole in 105 road, that Sam reported (Activity?).

Unfortunately you fell and strained your back, requiring first aid treatment.

Fill in a Report form. Make up as many important details as you need.

When you are finished, use the editing checklist on p.108 to check your work.

# **End of shift report**

|   | What are the main points you learnt about writing reports in this section?               |
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| o | ork to be completed:   |
|   | Which of those things do you particularly need to remember or practise?  Highlight them. |

# Section 7: Learning hints

## Introduction

### In this section you will learn about:

- Remembering new terms
- Improving your
  - Reading
  - Spelling
  - Writing
- Understanding common measurements

# Reading

Do you sometimes have trouble reading, especially if you are reading something you are not familiar with?

We are going to call any piece of writing a 'text'. This is an easy way to refer to a book or a newspaper article or a note or an advertisement or just a road sign. They are all called 'texts'.

### Some hints for you to try:

- 1. Take notice of where the text is. (Is it in the sports section of the newspaper?...Is it on the notice board in the tea room?... Is it on a road sign...?)
- 2. Ask yourself what it might be about. What might it be telling you? Why might it have been written? (To tell you to how do something...To tell you a story... To give you a warning...?)
- 3. Read the heading and any sub-headings. Look at any photos or graphics to see what information you can get from them.
- 4. Skim your eyes quickly over the text. What words jumped out at you?
- 5. Guess what the text might be going to tell you. Decide what you would like to find out from it. (I think this is going to tell me what underground mining is all about. I wonder if that includes coal mining and if it will tell me what the work conditions are like??)

It doesn't matter if your guesses and questions are way off the track, it means you are starting to read with an active, questioning mind and that is the important point!

6. If you strike any words which you are not sure of, just read on for a bit and try to work it out. Ask yourself, What word beginning with that letter would make sense there? You will usually be able to get the sense of it, even if you don't understand the exact meaning of the word.

However... if it is a technical mining word, it IS important that you understand the meaning. If it is a technical word, ASK SOMEONE.

For example, try that with this sentence:

Lanyards are provided on all conveyor systems to prevent most prevalent accidents.

There are two words you might not be familiar with:

**1. Lanyards:** If they are on the conveyor belts, it is obviously a technical word, and

you need to find out what it means.

**2. Prevalent:** You can probably guess what that means. Can you think of another

word that might make sense there? How about common? (That is what

prevalent means.)

(By the way, lanyards in this context are emergency stop wires which you can pull to stop the conveyor belt in an emergency.)



# Activity 7.1 Your turn to try

Look briefly at a chapter of this book that you haven't read yet.

- What is the heading?
- What do you think it might be about?
- Look at the sub-headings. What do you think they might be about?
- Are there any illustrations and diagrams?
- What do you want to find out from this section?

### Difficult or new words

Each new area of work has its own set of special words or jargon to talk about the job. Often this seems like a whole new language until you get the hang of it. Near the beginning of each chapter you will find a list of these new words which will be used in the chapter.

### A personal dictionary

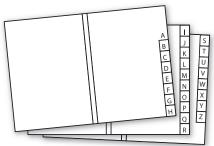
It is a good idea to make your own list of new or difficult words and meanings or just words that you find hard to spell. You can then use this to help you with study or even put some in a small notebook to carry around at work and use to help you write notes and reports.

If you put your words in a small alphabetical notebook they will be easy to find. Blank address books are really good for this. You write your own spelling words or new technical words in it on the correct alphabetical page.

That way you have an easy-to-find list of words you have learnt.

You can buy these little alphabetical notebooks at a newsagent.

Why not get one this week and start to use it!



### **Activity 7.2**



Go through the list of words at the beginning of Shapter 1 (Do you understand these terms?). If there are any that you were not sure of the meaning of, copy them here.

When you get your Personal dictionary, copy them into that.

| Word | Meaning |
|------|---------|
|      |         |
|      |         |
|      |         |

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# **Spelling**

Here are some suggestions if you are worried about your spelling:

Take time to **really** learn the words **you** have a problem with as you go through this training kit.

- 1. Have a go at the word first. Chances are you will be right, or you will only have a few letters wrong. Concentrating on the few wrong letters is easier than worrying about a whole word.
- 2. Underline any words you were not sure about.
- 3. Find out how to spell them correctly. Copy them from somewhere or ASK someone. (Even good spellers have to ask someone how to spell words sometimes.)
- 4. Copy the words out and underline the bits you got wrong (or write the problem bit in red or large letters).
- 5. Go through the *Learn to Spell Steps* below.

| 1. HEAR Say it slowly to yourself. Try to hear all the sounds. Break it into syllables or 'bits'.                                     |
|---|
| 2. LOOK  Look at it carefully.  Try to photograph it in your mind.  Close your eyes and look away.  Imagine what the word looks like. |
| 3. THINK  Look at it again and concentrate on the bit you got wrong.  How could you remember it?                                      |
| Practise writing it a few times, spelling it to yourself as you write each of the letters.  |
| 5. PRACTISE  Then try it again after 5 minutes 10 minutesone hour later that day next week.   |

The more often you bring it back to your memory, the more likely it is that it will stay there.

# **Activity 7.3 Personal spelling words**



Try that now with a few of your problem words. Everyone has some words that they are not sure of, or that they always get wrong.

If you can't think of any, ask your trainer to dictate some mining words to you and see how you go. Then find the correct spelling and write it beside your words.

| Eg | Have a go | Correct spelling |
|----|-----------|------------------|
|    | medecine  | <i>medicine</i>  |
|    |           |                  |
|    |           |                  |
|    |           |                  |
|    |           |                  |
|    |           |                  |
|    |           |                  |
|    |           |                  |

Make sure you have the **CORRECT SPELLING.** 

It is very hard to un-learn an incorrect spelling!

# **Writing**

This section is not about handwriting. It is about getting ideas on to paper.

- Are you anxious about having to write anything?
- Are you worried about having to write things for your job in the mining industry?
- Are you worried about the amount of writing you might have to do in a course to join the mining industry?

That is probably because you haven't had to do much writing. The best way to begin to get over that is to start to do some writing just for you.

### **Getting started**

Write a little bit at the end of each day while you are on your course. Because it is just for you, you will probably write more easily since you know that nobody else is going to read it.

You could write about:

- what was covered in the lesson
- how you felt about it
- what was easy and what you still don't understand or remember
- something stupid or smart that someone said
- what you need to ask about in the next lesson.

Just start to write whatever is going on in your head. Don't stop to worry about the spelling. Just make it up to start with. Don't worry about your handwriting – write quickly. In other words, concentrate on the ideas first.

Then, read over what you have written. If there are any words you are not sure of, or that you think may be wrong, put a line under them. Then look them up or ask someone. If they are important words (mining terms) or words you think you will use often, then LEARN them. (See spelling learning hints above.)

### **Activity 7.4**



Practise this now by writing about this lesson.

Get yourself a notebook or find an old exercise book or writing pad at home to use as a writing book. Do it tonight!

And write a little bit EVERY DAY. It really will help.

### Writing to be read by someone else

If you are writing something for someone else to read (such as writing at work or for your course), you could try this:

- 1. See if you can find a 'model' of the type of writing you have to do. For example, if you have to write an End of Shift Report, have a look at someone else's and see how they have done it.
- 2. Jot down the important points you want to make.
- 3. Write a rough copy first. This is called a DRAFT. Then correct the spelling.
- 4. Read it through as if you were the person it is written for (eg, your supervisor or your trainer) and ask yourself:
  - Have I said what I intended to say?
  - Have I left out any important points?
  - Does one idea flow logically to the next?

Read it aloud to yourself to make sure it 'sounds right' and no important words are left out, or word endings left off. (It is easy to leave off word endings such as -ed endings!)

5. Now re-write.

Don't forget to proofread this also. There may still be things to fix.

Even people who you would describe as 'good' writers do this when they are writing something for someone else to read.

# Measurement

In the mining industry you will often have to read and understand or write measurements. You will need to be able to read clocks, measures, odometers and gauges. You will also have to estimate measurements, for example how far something is ("There is a problem with line 15B about 20 metres from the junction").



# Length / distance Activity 7.5

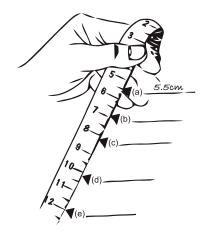
- 1. What are the measurements shown on this tape measure?
  - (a) is done for you.

b

С

d

е



2. Use a ruler to measure the length and width of this piece of paper.

length width

- 3. How many mms are there in a cm?
- 4. How many cms are there in a metre?
- 5. Explain what is meant by the words:
  - millimetre
  - centimetre

Hint: It helps to know that...

milli - means one thousandth

centi - means one hundredth

kilo - means one thousand

6. Estimates the sizes (without measuring) of the things in the left-hand column below, and write your estimate. Then meausre them and write the measurements in the spaces beside your estimates.

|  | ESTIMATE | MEASURE |
|--|----------|---------|
| The width of your index finger   |          |         |
| The height of the door   |          |         |
| The length of a small car  |          |         |
| The width of your hand   |          |         |
| The width of your hand   |          |         |
| The length of your training room   |          |         |
| The distance from your training room to another point such as the entrance to the building |          |         |

7. Estimate where you think 1 km from your training room would be. (Think of a landmark.) Later measure it using the odometer on a car and see if you were close.

For future reference, it may help to remember that...

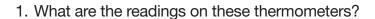
- 1mm is about the thickness of a 5c coin.
- 1cm is about the width of a small index fingernail.
- 10 cms is about the width of an average hand across the knuckles.
- 1m is a long stride of an average person. (Measure your own stride).
- 2m is a standard door height.
- 100 metres is the length of a football field.

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# **Temperature**

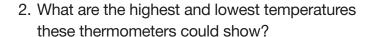
Temperature is usually measured in degrees CENTIGRADE. For example, 28°C is the temperature of a warm day. The temperature of boiling water is 100°C.

### **Activity 7.6**



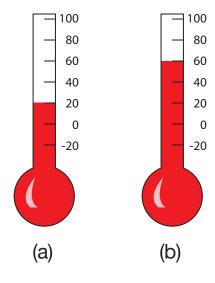
(a)

(b)



highest

lowest



3. Why do they go below zero?

4. What are the readings on these temperature gauges?

a) \_\_\_\_\_

b)





# **Pressure**

Pressure is measured in kilopascals (kPa). It is sometimes measured in pounds per square inch (psi or PSI) but this is an old scale. This gauge shows both psi and kPa.

### **Activity 7.7**

- 5. What is the reading in kPa?
- 6. What is the reading in psi?



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