

PREFACE

There are a number of ways you may use these Study Guides and Safety Tests with accompanying Answer Keys. How you can best put them to use will, of course, depend on your preference, your curriculum plan and the structure and organization of your classes. We ask, however, that you consider the following:

The most obvious application of a written test is to evaluate a students' progress. But, this may not be the most *important* use of the test.

A test, properly designed, can be an effective teaching aid.

A test, properly used, can identify those areas in which a student may need additional help and clarification.

Tests can also be used as documentation in matters of disciplinary action or in questions of liability.

The objectives of these materials include those described above. In addition, they provide the outline for a reasonably comprehensive accident prevention program. However, *attitude* and *common sense* are the primary elements of personal safety, and these cannot be conveyed on paper or with tests.

Attitudes toward safety are inherent in the surrounding influences of the shop and in the bias or viewpoint of the teacher and the administration of the school. And common sense relies on experience. These two elements, then, attitude and common sense, depend largely on the instructor's own perception and emphasis and on the willingness of the administration to be supportive of the instructor's efforts.

We sincerely hope these materials will assist you in your efforts to provide a safe and enriching experience for your students.

INTRODUCTION

Ideally, safety is taught as an integrated, ongoing part of the instruction and not as something separate and isolated from the skills and methods being taught. Safety and skill are inseparable. The *correct* method is also the *safest* method. Then why present Study Guides and Safety Tests that appear to treat safety as a separate subject?

TIME Because of the nature of most I.A. courses there is little time for written tests. These tests are designed to be as brief as possible without omitting any essential elements of safety.

SCORING In addition to thorough instruction, it is advisable that a test score of 100% be required to qualify a student to use the equipment. To add information that does not directly apply to safety would make the tests unmanageable and the 100% goal unreasonable.

EVALUATION A student's progress is largely determined by the nature and quality of the work produced, but this does not necessarily reflect that student's full understanding of the safety procedures.

DOCUMENTATION One of the objectives of these tests is to provide the instructor and the school with a record of the student's qualifications to use the equipment in a safe manner. It is the comprehension of the safety rules that the tests reflect.

Instruction and demonstration will integrate safety with method. The tests will emphasize safety and identify those areas that may need reinforcement or additional instruction.

SUGGESTED USE OF THE MATERIALS

Each of the subjects includes a study guide, a matching test and an answer key. Though written completion of the test statements may be preferred, the column of words from which the correct completion word is chosen is also alphabet coded. The correct letter of the alphabet which precedes each word may be inserted instead of the word itself.

The answer key is for the convenience of the instructor. However, it may also be duplicated and distributed if the tests are to be corrected by the students themselves. It is *not* recommended, however, that students correct their own tests. They should correct each other's tests.

There are two levels of general shop safety practices provided: a shorter version comprising 24 basic safety practices and a longer, two-part version with a total of 40 shop safety rules. Students should be required to complete one of these levels of basic information before they are given permission to use *any* of the shop facilities.

Thereafter, study guides and tests may be issued as needed, as each tool is demonstrated and discussed. All safety practices outlined in the study guide should also be included in the instruction. (These materials may also be used in conjunction with the audio/visual materials available from Abraxas Films.)

An effective way to use the study guides is to direct the students to check-off each statement when they feel they understand it clearly. Any statement not checked-off should be discussed and made clear. When all statements are checked, the student is presumed ready to take the accompanying test.

The test objective is 100% completed correctly. It is reasonable to assume, however, that this goal will not always be achieved the first time. If a test score is within an acceptable range, the TEST CORRECTION FORM (23) may be used as an amendment to the test.

Completed tests should be dated, filed and kept on record until students have left the school.

In the event a student commits an infraction of any of the safety practices, that student should be required to repeat the applicable test, and this test, too, should be dated and filed with the instructor's comments indicating the nature of the infraction and the student's attitude.

In an instance of an accident with injury, photocopies of the completed tests should be included with the accident report when it is submitted to the principal or to the school administrative offices.

IT IS NOT THE INTENT OF THIS MATERIAL TO REPLACE ACTUAL DEMONSTRATION, DIRECT SUPERVISION OR INSTRUCTION.

Testing cannot substitute for a concerted program of accident prevention. Nor can these tests conclusively hold someone free from liability or negligence. However, these materials can be valuable in the applications already described and in one more way.

There will be students who will resist acquiring the respect, the responsible attitude and the information necessary for their safety and for the safety of those around them. The process of study and the subsequent test results may help to identify those who will demand some special attention, those who may be setting out to have an accident. This is a risk-free way to anticipate possible problems before an accident occurs.

PLEASE NOTE: You *may* find that several of the tests in the following section are too lengthy to be suitable for your requirements. If this is so, please bear in mind that it is our intent to stay on the side of safety and caution. We are not qualified to determine what may be vital information for your students and what might be considered redundant or unnecessary. But, *you* are in a position to make that determination and you can, of course, edit the tests. For example: those statements which you feel have been adequately covered in previous tests may be completed before the test is duplicated for distribution. This will furnish a review without requiring the student's time to complete the statement. We suggest, however, that if a test is shortened, it is done conservatively and cautiously.

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