

Module Overview

This module introduces trainees to home weatherization including the purpose and benefits of the program. Trainees will learn how homes gain and lose heat energy and how those losses can be reduced by sealing the building shell and by adding insulation.

Objectives

Upon completion of this module, the trainee will be able to do the following:

1. Explain the purpose, benefits, and origins of the home weatherization program.
2. Explain how home weatherization goals are met by reducing heating and cooling losses and by reducing air infiltration.
3. Describe how sources of heating and cooling losses and air filtration points are located.
4. Describe the methods and materials used to reduce heating and cooling losses and to stop air infiltration.
5. Describe how the different components that make up the building shell can affect a home's energy usage.

Performance Tasks

This is a knowledge-based module; there are no performance tasks.

Materials and Equipment

Markers/chalk	Samples of insulating materials
Pencils and scratch paper	Flexible insulation
Whiteboard/chalkboard	Rigid foamboard
<i>Introduction to Weatherization</i>	Loose-fill insulation
PowerPoint® Presentation Slides (ISBN 978-0-13-249342-0)	Spray-in-place insulation
Multimedia projector and screen	Spray foam
Desktop or laptop computer	Samples of caulks, sealants, and weatherstripping
Appropriate personal protective equipment	Compact fluorescent lamps
Blower door (optional)	Light-emitting diode lamps
Infrared camera (optional)	Module Examinations*

* Single-module AIG purchases include the printed exam. If you have purchased the perfect-bound version of this title, download the exam from the IRC using your access code.

Safety Considerations

Ensure that the trainees are equipped with appropriate personal protective equipment and know how to use it properly. Trainees may be exposed to hazardous materials and may be required to work with certain materials such as insulation and/or sealants that require special protective equipment. Make sure that all trainees are briefed on appropriate safety procedures.

Additional Resources

This module is intended to present thorough resources for task training. The following reference works are suggested for both instructors and motivated trainees interested in further study. These are optional materials for continued education rather than for task training.

Insulate and Weatherize. Newtown, CT: Taunton Press.

Insulating Materials. Basel, Switzerland: Birkhauser Publishers for Architecture.

Thermal Insulation Building Guide. Malabar, FL: Krieger Publishing Company.

Teaching Time For This Module

An outline for use in developing your lesson plan is presented below. Note that each Roman numeral in the outline equates to one session of instruction. Each session has a suggested time period of 2½ hours. This includes 10 minutes at the beginning of each session for administrative tasks and one 10-minute break during the session. Approximately 17½ hours are suggested to cover *Introduction to Weatherization*. You will need to adjust the time required for hands-on activity and testing based on your class size and resources.

Topic	Planned Time
Session I. Introduction; Weatherization Concepts	
A. Introduction	_____
B. Weatherization Concepts	_____
1. Home Health and Safety	_____
2. Equipment Condition	_____
3. Tightness of the Building Shell	_____
4. Home Lighting	_____
5. Heat Loss and Heat Gain	_____
6. Air Infiltration	_____
Sessions II–III. Finding Air Leaks; Inadequate Insulation	
A. Visual Inspection of the Home	_____
B. Finding Air Leaks	_____
1. Finding Air Leaks With a Blower Door	_____
C. Finding Inadequate Insulation	_____
Session IV. Weatherizing a Home, Part One	
A. Adding Insulation	_____
1. Types of Insulation	_____
2. Flexible Insulation	_____
3. Rigid Foam Board	_____
4. Loose-Fill Insulation	_____
5. Spray-in-Place Insulation	_____
6. Spray Foam Insulation	_____

Session V. Weatherizing a Home, Part Two

- A. Sealing Air Leaks
 - 1. Caulks and Sealants
 - 2. Weatherstripping
- B. Losses Through Windows and Doors
 - 1. Upgrading Windows and Doors
 - 2. Replacement Windows
 - 3. Replacement Doors
- C. Energy-Efficient Roofs
- D. Sealing and Insulating Air Ducts

Session VI. Reducing the Baseload

- A. Appliances
 - 1. Refrigerators
 - 2. Other Appliances
 - 3. Water Heaters
- B. Lighting
- C. The Energy Auditor as Educator

Session VII. Careers in Weatherization; NCCER Training; Review and Testing

- A. Careers
 - 1. Weatherization Technician
 - 2. Weatherization Crew Chief
 - 3. Energy Auditor
- B. NCCER Training
- C. Advancement Opportunities in Weatherization
- D. Module Review
- E. Module Examination
 - 1. Trainees must score 70 percent or higher to receive recognition from NCCER.
 - 2. Record the testing results on Training Report Form 200, and submit the results to the Training Program Sponsor.

Module Overview

This module explains the role of safety in the construction crafts. Trainees will learn how to identify and follow safe work practices and procedures as well as how to properly inspect and use safety equipment. Trainees will be able to describe safe work procedures for lifting heavy objects, fighting fires, and working around electrical hazards.

Prerequisites

There are no prerequisites for this module.

Objectives

Upon completion of this module, the trainee will be able to do the following:

1. Explain the idea of a safety culture and its importance in the construction crafts.
2. Identify causes of accidents and the impact of accident costs.
3. Explain the role of OSHA in job-site safety.
4. Explain OSHA's *General Duty Clause* and *1926 CFR Subpart C*.
5. Recognize hazard recognition and risk assessment techniques.
6. Explain fall protection, ladder, stair, and scaffold procedures and requirements.
7. Identify struck-by hazards and demonstrate safe working procedures and requirements.
8. Identify caught-in-between hazards and demonstrate safe working procedures and requirements.
9. Define safe work procedures to use around electrical hazards.
10. Demonstrate the use and care of appropriate personal protective equipment (PPE).
11. Explain the importance of hazard communications (HazCom) and material safety data sheets (MSDSs).
12. Identify other construction hazards on your job site, including hazardous material exposures, environmental elements, welding and cutting hazards, confined spaces, and fires.

Performance Tasks

Under the supervision of the instructor, the trainee should be able to do the following:

1. Inspect PPE to determine if it is safe to use (PPE should include safety goggles, hard hat, gloves, safety harness, and safety shoes).
2. Properly don and remove PPE (safety goggles, hard hat, and personal fall protection).
3. Demonstrate safe lifting procedures.
4. Set up an extension ladder properly.
5. Demonstrate three-point contact on a ladder.

Materials and Equipment List

Multimedia projector and screen
Core Curriculum PowerPoint® Presentation Slides
(ISBN 0-13-609080-X)
Desktop or laptop computer
Whiteboard/chalkboard
Markers/chalk
Pencils and scratch paper
Copies of your local code
Variety of personal protective equipment, including:
Hard hats
Safety glasses, goggles, and face shields
Safety harness

Gloves
Safety shoes
Hearing protection
Respiratory protection
Variety of fire extinguishers
Variety of communication tags and signs
Materials to create hypothetical fire hazards
Variety of safety tags, including:
Scaffold tags
Lockout/tagout tag
Fire extinguisher tag
Copies of your company's fall protection plan

Variety of ladders, including:
Straight ladder
Extension ladder
Stepladder

Trade Terms Quiz*
Module Examination**
Performance Profile Sheets**

* Located in the back of the Trainee Guide module

** Available only through the Instructor Resource Center using the access code bound with this book.

Safety Considerations

Ensure that the trainees are equipped with appropriate personal protective equipment. Always work in a clean, well-lit, appropriate work area.

Additional Resources

This module is intended to present thorough resources for task training. The following reference works are suggested for both instructors and motivated trainees interested in further study. These are optional materials for continued education rather than for task training.

Construction Back Safety. Videocassette. 10 minutes. Coastal Training Technologies Corp. Virginia Beach, VA.

Construction Confined Space Entry. Videocassette. 10 minutes. Coastal Training Technologies Corp. Virginia Beach, VA.

Construction Electrical Safety. Videocassette. 10 minutes. Coastal Training Technologies Corp. Virginia Beach, VA.

Construction Fall Protection: Get Arrested! Videocassette. 11 minutes. Coastal Training Technologies Corp. Virginia Beach, VA.

Construction Lockout/Tagout. Videocassette. 10 minutes. Coastal Training Technologies Corp. Virginia Beach, VA.

Construction Safety. Jimmie Hinze. Englewood Cliffs, NJ: Prentice Hall.

Construction Safety Council Home Page, <http://buildsafe.org>.

Construction Stairways and Ladders. Videocassette. 10 minutes. Coastal Training Technologies Corp. Virginia Beach, VA.

Construction Welding Safety. Videocassette. 10 minutes. Coastal Training Technologies Corp. Virginia Beach, VA.

Field Safety, 2003. NCCER. Upper Saddle River, NJ: Prentice Hall.

Handbook of OSHA Construction Safety and Health. James V. Eidson, et al. Boca Raton, FL: Lewis Publishers, Inc.

HazCom for Construction. Videocassette. 11 minutes. Coastal Training Technologies Corp. Virginia Beach, VA.

NAHB-OSHA Jobsite Safety Handbook. Washington, DC: Home Builder Press. Available online at www.osha.gov.

Occupational Safety and Health Standards for the Construction Industry, latest edition. Washington, DC: Occupational Safety and Health Administration, U.S. Department of Labor, U.S. Government Printing Office.

Safety Orientation, 2003. NCCER. Upper Saddle River, NJ: Prentice Hall.

Safety Technology, 2003. NCCER. Upper Saddle River, NJ: Prentice Hall.

United States Department of Labor, Occupational Safety and Health Administration Home Page, www.osha.gov.

Teaching Time for this Module

An outline for use in developing your lesson plan is presented below. Note that each Roman numeral in the outline equates to one session of instruction. Each session has a suggested time period of 2½ hours. This includes 10 minutes at the beginning of each session for administrative tasks and one 10-minute break during the session. Approximately 12½ hours are suggested to cover *Basic Safety*. You will need to adjust the time required for hands-on activity and testing based on your class size and resources. Because laboratories often correspond to Performance Tasks, the proficiency of the trainees may be noted during these exercises for Performance Testing purposes.

Topic	Planned Time
Session I. Introduction to Safety and Accidents	
A. Importance of Safety	_____
B. Accidents: Causes and Results	_____
C. Company Safety Policies and OSHA Regulations	_____
D. Hazard Recognition, Evaluation, and Control	_____
Session II. Working from Elevations	
A. Elevated Work and Fall Protection	_____
B. Ladders and Stairs	_____
C. Laboratory Trainees practice setting up and using ladders. This laboratory corresponds to Performance Tasks 4 and 5.	_____
D. Scaffolds	_____
Session III. Job-Site Hazards	
A. Struck-by Hazards	_____
B. Caught-in-Between Hazards	_____
C. Electrical Hazards	_____
Session IV. Safety Precautions and Job-Site Hazards	
A. Personal Protective Equipment	_____
B. Laboratory Trainees practice inspecting and donning PPE. This laboratory corresponds to Performance Tasks 1 and 2.	_____
C. Hazard Communication Standard	_____
D. Other Job-Site Hazards	_____
E. Laboratory Trainees practice safe lifting techniques. This laboratory corresponds to Performance Task 3.	_____
Session V. Review and Testing	
A. Review	_____
B. Module Examination	_____
1. Trainees must score 70 percent or higher to receive recognition from the NCCER.	
2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.	
C. Performance Testing	_____
1. Trainees must perform each task to the satisfaction of the instructor to receive recognition from NCCER. If applicable, proficiency noted during laboratory exercises can be used to satisfy the Performance Testing requirements.	
2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.	

Module Overview

This module introduces mathematical operations commonly used in construction, and explains how the metric system and geometry are used in the trade. Trainees will learn how to add, subtract, multiply, and divide whole numbers, fractions, and decimals, as well as how to convert decimals, fractions, and percentages.

Prerequisites

Prior to training with this module, it is recommended that the trainee shall have successfully completed the following: *Core Curriculum: Introductory Craft Skills*, Module 00101-09.

Objectives

Upon completion of this module, the trainee will be able to do the following:

1. Add, subtract, multiply, and divide whole numbers, with and without a calculator.
2. Use a standard ruler, a metric ruler, and a measuring tape to measure.
3. Add, subtract, multiply, and divide fractions.
4. Add, subtract, multiply, and divide decimals, with and without a calculator.
5. Convert decimals to percentages and percentages to decimals.
6. Convert fractions to decimals and decimals to fractions.
7. Explain what the metric system is and how it is important in the construction trade.
8. Recognize and use metric units of length, weight, volume, and temperature.
9. Recognize some of the basic shapes used in the construction industry and apply basic geometry to measure them.

Performance Tasks

This is a knowledge-based module. There are no performance tasks.

Materials and Equipment List

Multimedia projector and screen	Standard ruler (with $\frac{1}{16}$ -inch markings)
Core Curriculum PowerPoint® Presentation Slides (ISBN 0-13-609080-X)	Metric ruler (with centimeters [cm] and millimeters [mm])
Desktop or laptop computer	Tape measure
Whiteboard/chalkboard	Architect's scale
Markers/chalk	Metric scale
Pencils and paper	Engineer's scale
Copies of your local code	Set of construction drawings
Sample work orders that require mathematical functions	Protractors
Calculator	Trade Terms Quiz*
	Module Examinations**

* Located in the back of the Trainee Guide module

**Available only through the Instructor Resource Center using the access code bound with this book.

Additional Resources

This module is intended to present thorough resources for task training. The following reference works are suggested for both instructors and motivated trainees interested in further study. These are optional materials for continued education rather than for task training.

All the Math You'll Ever Need, 1999. Stephen Slavin. New York, NY: John Wiley & Sons.

Applied Construction Math: A Novel Approach, 2006. National Center for Construction Education and Research. Upper Saddle River, NJ: Prentice Hall.

Basic Construction Math Review: A Manual of Basic Construction Mathematics for Contractor and Tradesman License Exams. Printcorp Business Printing. Construction Books Express.

Math for the Building Trades. Homewood, IL: American Technical Publishers (ATP).

Math to Build On: A Book for Those Who Build, 1997. Johnny and Margaret Hamilton. Clinton, NC: Construction Trades Press.

Teaching Time for this Module

An outline for use in developing your lesson plan is presented below. Note that each Roman numeral in the outline equates to one session of instruction. Each session has a suggested time period of 2½ hours. This includes 10 minutes at the beginning of each session for administrative tasks and one 10-minute break during the session. Approximately 10 hours are suggested to cover *Introduction to Construction Math*. You will need to adjust the time required for hands-on activity and testing based on your class size and resources. Because laboratories often correspond to Performance Tasks, the proficiency of the trainees may be noted during these exercises for Performance Testing purposes.

Topic	Planned Time
Session I. Whole Numbers and Measurements	
A. Whole Numbers	_____
B. Working with Length Measurements	_____
C. Other Types of Scales	_____
D. Laboratory	_____
Have trainees practice taking measurements using scales.	
Session II. Fractions and Decimals	
A. Reducing and Comparing Fractions	_____
B. Adding and Subtracting Fractions	_____
C. Multiplying and Dividing Fractions	_____
D. Comparing Decimals	_____
E. Adding and Subtracting Decimals	_____
F. Multiplying and Dividing Decimals	_____
Session III. Conversion and Geometry	
A. Converting Fractions and Decimals	_____
B. Converting Inches and Decimals	_____
C. Introduction to Construction Geometry	_____
D. Area of Shapes	_____
E. Volume of Shapes	_____
Session IV. Review and Testing	
A. Review	_____
B. Module Examination	_____
1. Trainees must score 70 percent or higher to receive recognition from the NCCER.	
2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.	

Module Overview

This module explains how to inspect and properly use hand tools. Trainees will learn how to identify and take care of basic hand tools.

Prerequisites

Prior to training with this module, it is recommended that the trainee shall have successfully completed the following: *Core Curriculum: Introductory Craft Skills*, Modules 00101-09 and 00102-09.

Objectives

Upon completion of this module, the trainee will be able to do the following:

1. Recognize and identify some of the basic hand tools and their proper uses in the construction trade.
2. Visually inspect hand tools to determine if they are safe to use.
3. Safely use hand tools.

Performance Tasks

Under the supervision of the instructor, the trainee should be able to do the following:

1. Visually inspect the following tools to determine if they are safe to use:
 - Hammer
 - Screwdriver
 - Saw
2. Make a straight square cut using a crosscut saw.
3. Safely and properly use a minimum of three of the following tools:
 - Hammer and cat's paw (to drive and pull nails)
 - Screwdriver (slotted or Phillips)
 - Adjustable wrench
 - CHANNELLOCK® pliers
 - Spirit level
 - Carpenter's square and steel tape
 - Saw

Materials and Equipment List

Multimedia projector and screen	Sledgehammer
Core Curriculum PowerPoint® Presentation Slides (ISBN 0-13-609080-X)	Stake
Desktop or laptop computer	Ripping bar
Whiteboard/chalkboard	Nail pullers, including:
Markers/chalk	Cat's paw
Pencils and scratch paper	Chisel bar
Copies of your local code	Flat bar
Appropriate personal protective equipment	Wood boards with nails to practice using nail pullers
Claw hammer	Pliers, including:
Wood board with nails to practice using hammers	Slip-joint
Ball peen hammer	Long-nose
Screwdrivers, including:	Lineman
Slotted	Tongue-and-groove
Phillips	CHANNELLOCK® pliers
Wood board with screws to practice using screw- drivers	Boards with wire and soft metals to practice using pliers

Measuring tools, including:

- Steel rule
- Measuring tape
- Wooden folding rule
- Laser measuring tool

Spirit level

Squares, including:

- Carpenter's square
- Combination square
- Try square

Square wood frames to practice using the measuring tools

Plumb bob

Self-chalker

Clamps, including:

- C-clamp
- Locking C-clamp
- Spring clamp
- Bar clamp
- Pipe clamp
- Hand-screw clamp
- Quick Grip®
- Web clamp

Crosscut saw

Sections of wood suitable for sawing

Files and rasps, including:

- Veneer knife file

Square file

Triangle file

Flat file

Rat-tail file

Rasp

File card

Materials to be filed

Wood chisel

Cold chisel

Wood and metal to practice using chisels

Punches

Wrenches, including:

- Nonadjustable wrench

- Adjustable wrench

- Torque wrench

Sockets and ratchets

Utility knife

Cardboard box to practice cutting with a utility knife

Shovels

Pick

Trade Terms Quiz*

Module Examinations**

Performance Profile Sheets**

* Located in the back of the Trainee Guide module

** Available only through the Instructor Resource Center using the access code bound with this book.

Safety Considerations

Ensure that the trainees are equipped with appropriate personal protective equipment. Always work in a clean, well-lit, appropriate work area.

Additional Resources

This module is intended to present thorough resources for task training. The following reference works are suggested for both instructors and motivated trainees interested in further study. These are optional materials for continued education rather than for task training.

Field Safety, 2003. NCCER. Upper Saddle River, NJ: Prentice Hall.

Hand Tools & Techniques, 1999. Minneapolis, MN: Handyman Club of America.

The Long and Short of It: How to Take Measurements. Video. Charleston, WV: Cambridge Vocational & Technical, 800-468-4227.

National Institute for Occupational Safety and Health (NIOSH), DHHS Publication No. 2004-164, "Easy Ergonomics: A Guide to Selecting Non-Powered Hand Tools." <http://www.cdc.gov/niosh/docs/2004-164/pdfs/2004-164.pdf>

Reader's Digest Book of Skills and Tools, 1993. Pleasantville, NY: Reader's Digest.

Teaching Time for this Module

An outline for use in developing your lesson plan is presented below. Note that each Roman numeral in the outline equates to one session of instruction. Each session has a suggested time period of 2½ hours. This includes 10 minutes at the beginning of each session for administrative tasks and one 10-minute break during the session. Approximately 10 hours are suggested to cover *Introduction to Hand Tools*. You will need to adjust the time required for hands-on activity and testing based on your class size and resources. Because laboratories often correspond to Performance Tasks, the proficiency of the trainees may be noted during these exercises for Performance Testing purposes.

Topic	Planned Time
Session I. Hand Tools, Part One	
A. Hammers	_____
B. Laboratory	_____
Trainees practice inspecting and using a hammer. This laboratory corresponds to Performance Tasks 1 and 3.	
C. Ripping Bars and Nail Pullers	_____
D. Laboratory	_____
Trainees practice using nail pullers. This laboratory corresponds to Performance Task 3.	
E. Chisels and Punches	_____
F. Laboratory	_____
Trainees practice using chisels and punches.	
G. Screwdrivers	_____
H. Laboratory	_____
Trainees practice inspecting and using screwdrivers. This laboratory corresponds to Performance Tasks 1 and 3.	
Session II. Hand Tools, Part Two	
A. Pliers and Wire Cutters	_____
B. Laboratory	_____
Trainees practice using CHANNELLOCK® and other pliers. This laboratory corresponds to Performance Task 3.	
C. Wrenches	_____
D. Laboratory	_____
Trainees practice using adjustable wrenches. This laboratory corresponds to Performance Task 3.	
E. Sockets and Ratchets	_____
F. Torque Wrenches	_____
G. Rules and Other Measuring Tools	_____
H. Laboratory	_____
Trainees practice using rules and other measuring tools. This laboratory corresponds to Performance Task 3.	
I. Levels	_____
J. Laboratory	_____
Trainees practice using spirit levels. This laboratory corresponds to Performance Task 3.	

Session III. Hand Tools, Part Three

A. Squares

B. Laboratory

Trainees practice using a carpenter’s square. This laboratory corresponds to Performance Task 3.

C. Plumb Bob

D. Chalk Lines

E. Utility Knives

F. Saws

G. Laboratory

Trainees practice inspecting saws and using a crosscut saw to make cuts. This laboratory corresponds to Performance Tasks 1, 2, and 3.

H. Files and Rasps

I. Laboratory

Trainees practice using files and file cards.

J. Clamps

K. Performance Testing

Trainees practice working with various hand tools necessary to complete the requirements for Performance Task 3.

Session IV. Hand Tools, Part Four; Review and Testing

A. Chain Falls and Come-Alongs

B. Shovels

C. Picks

D. Review

E. Module Examination

1. Trainees must score 70 percent or higher to receive recognition from the NCCER.

2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.

F. Performance Testing

1. Trainees must perform each task to the satisfaction of the instructor to receive recognition from NCCER. If applicable, proficiency noted during laboratory exercises can be used to satisfy the Performance Testing requirements.

2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.

Module Overview

This module introduces power tools commonly used in the construction trade. Trainees will learn how to safely use and properly maintain a variety of power tools.

Prerequisites

Prior to training with this module, it is recommended that the trainee shall have successfully completed the following: *Core Curriculum: Introductory Craft Skills*, Modules 00101-09 through 00103-09.

Objectives

Upon completion of this module, the trainee will be able to do the following:

1. Identify power tools commonly used in the construction trades.
2. Use power tools safely.
3. Explain how to maintain power tools properly.

Performance Tasks

Under the supervision of the instructor, the trainee should be able to do the following:

1. Safely and properly use three of the following tools:
 - Safely and properly operate an electric drill.
 - Safely and properly operate a circular saw.
 - Safely and properly operate a SawZall®.
 - Safely and properly operate a pneumatic power nailer.

Materials and Equipment List

Multimedia projector and screen	Variety of saw blades
Core Curriculum PowerPoint® Presentation Slides (ISBN 0-13-609080-X)	Changeable blades for saber saws
Desktop or laptop computer	Boards to practice cutting
Whiteboard/chalkboard	Handheld grinders, including:
Markers/chalk	Angle grinder
Pencils and scratch paper	End grinder
Copies of your local codes	Detail grinder
Appropriate personal protective equipment	Miscellaneous power tools, including:
Power drills, including:	Pneumatically powered nailer (nail gun)
Electric drill	Powder-actuated fastening system
Cordless drill	Air impact wrench
Hammer drill	Pavement breaker
Electromagnetic drill	Hydraulic jack
Pneumatic drill (air hammer)	Porta-Power®
Electric screwdriver	Nails
Variety of drill bits	Air compressor
Saws, including:	Nuts and bolts to practice using an air impact wrench
Circular saw (Skillsaw®)	Trade Terms Quiz*
Saber saw	Module Examinations**
Reciprocating saw (SawZall®)	Performance Profile Sheets**
Portable handheld bandsaw	
Power miter saw	

* Located in the back of the Trainee Guide module

** Available only through the Instructor Resource Center using the access code bound with this book.

Safety Considerations

Ensure that the trainees are equipped with appropriate personal protective equipment. Always work in a clean, well-lit, appropriate work area.

Additional Resources

This module is intended to present thorough resources for task training. The following reference works are suggested for both instructors and motivated trainees interested in further study. These are optional materials for continued education rather than for task training.

- 29 CFR 1926, OSHA Construction Industry Regulations*, latest edition. Washington, DC: Occupational Safety and Health Administration, U.S. Department of Labor, U.S. Government Printing Office.
- All About Power Tools*, 2002. Des Moines, IA: Meredith Books.
- Hand and Power Tool Training*. Video. All About OSHA. Surprise, AZ.
- Power Tools*, 1997. Minnetonka, MN: Handyman Club of America.
- Powered Hand Tool Safety: Handle with Care*. Video. 20 minutes. Coastal Training Technologies Corp. Virginia Beach, VA.
- Reader's Digest Book of Skills and Tools*, 1993. Pleasantville, NY: Reader's Digest.

Teaching Time for this Module

An outline for use in developing your lesson plan is presented below. Note that each Roman numeral in the outline equates to one session of instruction. Each session has a suggested time period of 2½ hours. This includes 10 minutes at the beginning of each session for administrative tasks and one 10-minute break during the session. Approximately 10 hours are suggested to cover *Introduction to Power Tools*. You will need to adjust the time required for hands-on activity and testing based on your class size and resources. Because laboratories often correspond to Performance Tasks, the proficiency of the trainees may be noted during these exercises for Performance Testing purposes.

Topic	Planned Time
Session I. Power Tools, Part One	
A. Electric, Pneumatic, and Hydraulic Tools	_____
B. Power Drill	_____
C. Laboratory	_____
Trainees practice using power drills. This laboratory corresponds to Performance Task 1.	
D. Cordless Drills	_____
E. Hammer Drills	_____
F. Electromagnetic Drills	_____
G. Pneumatic Drills	_____
Session II. Power Tools, Part Two	
A. Circular Saws	_____
B. Laboratory	_____
Trainees practice using circular saws. This laboratory corresponds to Performance Task 2.	
C. Saber Saws	_____
D. Reciprocating Saws (SawZalls®)	_____
E. Laboratory	_____
Trainees practice using SawZalls®. This laboratory corresponds to Performance Task 3.	
F. Portable Handheld Bandsaw	_____
G. Power Miter Saw	_____
H. Abrasive Cutoff Saw	_____

Session III. Power Tools, Part Three

A. Grinders and Sanders _____

B. Laboratory _____

Trainees practice using handheld grinders.

C. Pneumatically Powered Nailers _____

D. Laboratory _____

Trainees practice using a pneumatic power nailer. This laboratory corresponds to Performance Task 4.

E. Powder-Actuated Fastening Systems _____

F. Air Impact Wrench _____

G. Laboratory _____

Trainees practice using an air impact wrench.

H. Pavement Breaker _____

I. Hydraulic Jack _____

J. Laboratory _____

Trainees practice using hydraulic jacks and Porta-Powers®.

Session IV. Review and Testing

A. Review _____

B. Module Examination _____

1. Trainees must score 70 percent or higher to receive recognition from the NCCER.

2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.

C. Performance Testing _____

1. Trainees must perform each task to the satisfaction of the instructor to receive recognition from NCCER. If applicable, proficiency noted during laboratory exercises can be used to satisfy the Performance Testing requirements.

2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.

Module Overview

This module discusses construction drawing terms, components, and symbols. Trainees will learn how to interpret construction drawings, recognize classifications of drawings, and use drawing dimensions.

Prerequisites

Prior to training with this module, it is recommended that the trainee shall have successfully completed the following: *Core Curriculum: Introductory Craft Skills*, Modules 00101-09 through 00104-09. Module 00106-09 is an elective and is not a requirement for completion of this course.

Objectives

Upon completion of this module, the trainee will be able to do the following:

1. Recognize and identify basic construction drawing terms, components, and symbols.
2. Relate information on construction drawings to actual locations on the print.
3. Recognize different classifications of construction drawings.
4. Interpret and use drawing dimensions.

Performance Tasks

Under the supervision of the instructor, the trainee should be able to do the following:

1. Using the floor plan supplied with this module:
 - Locate the wall common to both interview rooms.
 - Determine the overall width of the structure studio.
 - Find the distance from the outside east wall to the center of the beam in the structure studio.
 - Find the elevation of the slab.

Materials and Equipment List

Multimedia projector and screen	Structural
Core Curriculum PowerPoint® Presentation Slides (ISBN 0-13-609080-X)	Mechanical
Desktop or laptop computer	Plumbing
Whiteboard/chalkboard	Electrical
Markers/chalk	Specifications
Pencils and scratch paper	Construction drawings with title block
Copies of your local code	Construction drawings with a legend
Door, window, and hardware schedules	Construction drawings with a gridline system
A complete set of plans, including:	Construction drawings with interior and exterior measurements
Civil	Trade Terms Quiz*
Architectural	Module Examinations**
Fire Protection	Performance Profile Sheets**

* Located in the back of the Trainee Guide module

** Available only through the Instructor Resource Center using the access code bound with this book.

Additional Resources

This module is intended to present thorough resources for task training. The following reference works are suggested for both instructors and motivated trainees interested in further study. These are optional materials for continued education rather than for task training.

Blueprint Reading for the Building Trades, 1989. John Traister. Carlsbad, CA: Craftsman Book Co.

Blueprint Reading for Construction, Second Edition. 2003. James Fatzinger. Upper Saddle River, NJ: Prentice Hall.

Blueprint Reading for the Construction Trades, Second Edition. 2005. Peter A. Mann. Micro-press.com.

Construction Blueprint Reading, 1985. Robert Putnam. Englewood Cliffs, NJ: Prentice Hall.

Reading Architectural Plans for Residential and Commercial Construction, 2001. Ernest R. Weidhaas. Upper Saddle River, NJ: Prentice Hall.

Teaching Time for this Module

An outline for use in developing your lesson plan is presented below. Note that each Roman numeral in the outline equates to one session of instruction. Each session has a suggested time period of 2½ hours. This includes 10 minutes at the beginning of each session for administrative tasks and one 10-minute break during the session. Approximately 10 hours are suggested to cover *Introduction to Construction Drawings*. You will need to adjust the time required for hands-on activity and testing based on your class size and resources. Because laboratories often correspond to Performance Tasks, the proficiency of the trainees may be noted during these exercises for Performance Testing purposes.

Topic	Planned Time
Session I. The Drawing Set and Types of Construction Drawings, Part One	
A. Basic Components of Construction Drawings	_____
B. Civil Plans	_____
C. Architectural Plans	_____
D. Laboratory	_____
Trainees practice using a floor plan. This laboratory corresponds to Performance Tasks 1 and 4.	
Session II. Types of Construction Drawings, Part Two	
A. Structural Plans	_____
B. Mechanical Plans	_____
C. Plumbing/Piping Plans	_____
D. Electrical Plans	_____
E. Fire Protection Plans	_____
F. Specifications	_____
G. Request for Information	_____
Session III. Construction Drawings	
A. Scale	_____
B. Lines of Construction	_____
C. Abbreviations, Symbols, and Keynotes	_____
D. Using Gridlines to Identify Plan Locations	_____
E. Dimensions	_____
F. Laboratory	_____
Trainees practice using a floor plan. This laboratory corresponds to Performance Tasks 2 and 3.	

Session IV. Review and Testing

A. Review

B. Module Examination

1. Trainees must score 70 percent or higher to receive recognition from the NCCER.
2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.

C. Performance Testing

1. Trainees must perform each task to the satisfaction of the instructor to receive recognition from NCCER. If applicable, proficiency noted during laboratory exercises can be used to satisfy the Performance Testing requirements.
2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.

Module Overview

This module introduces the uses of slings and common rigging hardware. Trainees will learn basic inspection techniques, hitch configurations, and load-handling safety practices, as well as how to use American National Standards Institute hand signals.

Prerequisites

Prior to training with this module, it is recommended that the trainee shall have successfully completed the following: *Core Curriculum: Introductory Craft Skills*, Modules 00101-09 through 00105-09. This module is an elective and is not a requirement for completion of this course. Trainees can obtain further training and a rigging completion certificate from the Contren® Learning Series *Rigging* curriculum.

Objectives

Upon completion of this module, the trainee will be able to do the following:

1. Identify and describe the use of slings and common rigging hardware.
2. Describe basic inspection techniques and rejection criteria used for slings and hardware.
3. Describe basic hitch configurations and their proper connections.
4. Describe basic load-handling safety practices.
5. Demonstrate proper use of American National Standards Institute (ANSI) hand signals.

Performance Tasks

Under the supervision of the instructor, the trainee should be able to do the following:

1. Select and inspect appropriate slings for a lift.
2. Given various loads, determine the proper hitch to be used.
3. Select and inspect appropriate hardware and/or lifting equipment.
4. Demonstrate and/or simulate the proper techniques for connecting hitches.
5. Demonstrate the proper use of all hand signals according to *ANSI B30.2* and *B30.5*.
6. Describe or demonstrate pre-lift safety checks.
7. Demonstrate and/or simulate how to lift the load level.
8. Describe and/or demonstrate safety precautions for attaching and disconnecting a load.

Materials and Equipment List

Multimedia projector and screen	Various types of pins, including:
Core Curriculum PowerPoint® Presentation Slides (ISBN 0-13-609080-X)	Screw pin shackle
Desktop or laptop computer	Round pin or straight pin shackle
Whiteboard/chalkboard	Safety shackle
Markers/chalk	Damaged shackles and pins
Pencils and scratch paper	Damaged and undamaged eyebolts
Copies of your local code	Undamaged lifting clamps
Appropriate personal protective equipment	Rusty or corroded lifting clamps
Identification tags for slings	Damaged and undamaged rigging hooks
Copies of <i>Figure 16</i> with labels covered	Trade Terms Quiz*
Damaged slings or photos of damaged slings	Module Examinations**
Anchor shackles and chain shackles	Performance Profile Sheets**

* Located in the back of the Trainee Guide module

**Available only through the Instructor Resource Center using the access code bound with this book.

Safety Considerations

Ensure that the trainees are equipped with appropriate personal protective equipment. Always work in a clean, well-lit, and appropriate work area.

Note

Due to liability issues, trainees under the age of 18 should not perform hoisting maneuvers; therefore, trainees under 18 should not perform the demonstration aspect of Performance Task numbers 4, 7, and 8. The instructor may choose to have trainees simulate the concepts underlying the tasks by using alternative methods.

If you do not have access to rigging hardware or equipment, there are many resources available to you including local contractors, rigging equipment manufacturers, or even your local Training Program.

Additional Resources

This module is intended to present thorough resources for task training. The following reference works are suggested for both instructors and motivated trainees interested in further study. These are optional materials for continued education rather than for task training.

Bob's Rigging and Crane Handbook, Latest Edition. Bob DeBenedictis. Leawood, KS: Pellow Engineering Services, Inc.

High Performance Slings and Fittings for the New Millennium, 1999 Edition. Dennis St. Germain. Aston, PA: I & I Sling, Inc.

Mobile Crane Manual, 1999. Donald E. Dickie, D. H. Campbell. Toronto, Ontario, Canada: Construction Safety Association of Ontario.

Rigging Manual, 1997. Toronto, Ontario, Canada: Construction Safety Association of Ontario.

Teaching Time for this Module

An outline for use in developing your lesson plan is presented below. Note that each Roman numeral in the outline equates to one session of instruction. Each session has a suggested time period of 2½ hours. This includes 10 minutes at the beginning of each session for administrative tasks and one 10-minute break during the session. Approximately 15 hours are suggested to cover *Basic Rigging*. You will need to adjust the time required for hands-on activity and testing based on your class size and resources. Because laboratories often correspond to Performance Tasks, the proficiency of the trainees may be noted during these exercises for Performance Testing purposes.

Topic	Planned Time
Session I. Introduction and Slings	
A. Introduction	_____
B. Tagging Requirements	_____
C. Synthetic Slings	_____
D. Alloy Steel Chain Slings	_____
E. Wire Rope Slings	_____
F. Laboratory	_____
Have trainees practice selecting and inspecting slings for a lift. This laboratory corresponds to Performance Task 1.	
Session II. Hitches	
A. Vertical Hitch	_____
B. Choker Hitch	_____
C. Basket Hitch	_____
D. Laboratory	_____
Have trainees practice selecting appropriate hitches for loads. This laboratory corresponds to Performance Task 2.	

Session III. Rigging Hardware

- A. Shackles
- B. Eyebolts
- C. Lifting Clamps
- D. Rigging Hooks
- E. Laboratory

Have trainees practice selecting and inspecting appropriate hardware and/or lifting equipment. This laboratory corresponds to Performance Task 3.

Session IV. Sling Stress and Hoists

- A. Sling Stress
- B. Operation of Chain Hoists
- C. Hoist Safety and Maintenance

Session V. Rigging Operations and Practices

- A. Rated Capacity
- B. Sling Attachment
- C. Hardware Attachment
- D. Load Control
- E. Laboratory

Have trainees practice demonstrating proper use of all hand signals and completing pre-lift safety checks. These laboratories correspond to Performance Tasks 5 and 6.

Session VI. Review and Testing

- A. Review
- B. Module Examination
 - 1. Trainees must score 70 percent or higher to receive recognition from the NCCER.
 - 2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.
- C. Performance Testing
 - 1. Trainees must perform each task to the satisfaction of the instructor to receive recognition from NCCER. If applicable, proficiency noted during laboratory exercises can be used to satisfy the Performance Testing requirements.
 - 2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.

Module Overview

This module reviews basic communication skills. Trainees will learn how to interpret information in written and verbal form and how to communicate effectively using written and verbal skills, as well as using electronic communication devices.

Prerequisites

Prior to training with this module, it is recommended that the trainee shall have successfully completed the following: *Core Curriculum: Introductory Craft Skills*, Modules 00101-09 through 00105-09. Module 00106-09 is an elective and is not a requirement for completion of this course.

Objectives

Upon completion of this module, the trainee will be able to do the following:

1. Interpret information and instructions presented in both verbal and written form.
2. Communicate effectively in on-the-job situations using verbal and written skills.
3. Communicate effectively on the job using electronic communication devices.

Performance Tasks

Under the supervision of the instructor, the trainee should be able to do the following:

1. Fill out a work-related form supplied by your instructor.
2. Read instructions for how to properly don a safety harness, and orally instruct another person to don the apparatus.
3. Perform a given task after listening to oral instructions.

Materials and Equipment List

Multimedia projector and screen	Work orders and schedules
Core Curriculum PowerPoint® Presentation Slides (ISBN 0-13-609080-X)	Specifications
Desktop or laptop computer	Change orders
Whiteboard/markers	Company memos and newsletters
Copies of your local code	Trade manuals
Fall protection harness	Work-related forms, including:
Instructions for donning a safety harness	Accident reports
Examples of written materials commonly used on the job, including:	Time and materials reports
Safety procedures	Training reports
Construction drawings	Time sheets
Manufacturer's manuals	RFIs
Materials lists	Copies of the Teaching Tips handouts*
Punch lists	Module Examinations**
	Performance Profile Sheets**

* Located in the back of the Trainee Guide module

** Available only through the Instructor Resource Center using the access code bound with this book.

Additional Resources

This module is intended to present thorough resources for task training. The following reference works are suggested for both instructors and motivated trainees interested in further study. These are optional materials for continued education rather than for task training.

Communication at Work. Tony Alessandra and Phil Hunsaker. New York, NY: Simon and Schuster.

Communicating in the Real World: Developing Communication Skills for Business and the Professions. Terrence G. Wiley and Heide Spruck Wrigley. Englewood Cliffs, NJ: Pearson.

Communication Skills for Business and Professions. Paul R. Timm and James A. Atead. Upper Saddle River, NJ: Pearson.

Elements of Business Writing. Gary Blake and Robert W. Bly. New York, NY: Collier.

Improving Business Communication Skills. Deborah Britt Roebuck. Upper Saddle River, NJ: Pearson.

Teaching Time for this Module

An outline for use in developing your lesson plan is presented below. Note that each Roman numeral in the outline equates to one session of instruction. Each session has a suggested time period of 2½ hours. This includes 10 minutes at the beginning of each session for administrative tasks and one 10-minute break during the session. Approximately 7½ hours are suggested to cover *Basic Communication Skills*. You will need to adjust the time required for hands-on activity and testing based on your class size and resources. Because laboratories often correspond to Performance Tasks, the proficiency of the trainees may be noted during these exercises for Performance Testing purposes.

Topic	Planned Time
Session I. The Communication Process; Listening and Speaking Skills	
A. The Communication Process	_____
B. Active Listening on the Job	_____
C. Laboratory	_____
Trainees practice following verbal instructions, including those for donning a safety harness. This laboratory corresponds to Performance Tasks 2 and 3.	
D. Speaking on the Job	_____
Session II. Reading and Writing Skills	
A. Reading on the Job	_____
B. Writing on the Job	_____
C. Laboratory	_____
Trainees practice accurately completing work-related forms. This laboratory corresponds to Performance Task 1.	
Session III. Review and Testing	
A. Review	_____
B. Module Examination	_____
1. Trainees must score 70 percent or higher to receive recognition from the NCCER.	
2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.	
C. Performance Testing	_____
1. Trainees must perform each task to the satisfaction of the instructor to receive recognition from NCCER. If applicable, proficiency noted during laboratory exercises can be used to satisfy the Performance Testing requirements.	
2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.	

Module Overview

This module discusses basic employability skills. Trainees will learn how to effectively use critical thinking, computer, and relationship skills in the construction industry. This module will also include trainee awareness of such workplace issues as sexual harassment, stress, and substance abuse.

Prerequisites

Prior to training with this module, it is recommended that the trainee shall have successfully completed the following: *Core Curriculum: Introductory Craft Skills*, Modules 00101-09 through 00107-09. Module 00106-09 is an elective and is not a requirement for completion of this course.

Objectives

Upon completion of this module, the trainee will be able to do the following:

1. Explain your role as an employee in the construction industry.
2. Demonstrate critical thinking skills and the ability to solve problems using those skills.
3. Demonstrate knowledge of computer systems and explain common uses for computers in the construction industry.
4. Define effective relationship skills.
5. Recognize workplace issues such as sexual harassment, stress, and substance abuse.

Performance Tasks

Under the supervision of the instructor, the trainee should be able to do the following:

1. Demonstrate the ability to access, retrieve, and print from the following basic software programs:
 - Email
 - Databases
 - Internet

Materials and Equipment List

Multimedia projector and screen	News articles highlighting workplace incidents,
Core Curriculum PowerPoint® Presentation Slides (ISBN 0-13-609080-X)	including:
Desktop or laptop computer	Harassment
Whiteboard/chalkboard	Stress
Markers/chalk	Drug and alcohol abuse
Pencils and scratch paper	Copies of the Handouts for the Teaching Tips
Copies of your local code	Trade Terms Quiz*
Various mission statements	Module Examinations**
Variety of job listings	Performance Profile Sheets**
Excerpts from federal laws prohibiting job discrimination	

* Located in the back of the Trainee Guide module

** Available only through the Instructor Resource Center using the access code bound with this book.

Additional Resources

This module is intended to present thorough resources for task training. The following reference works are suggested for both instructors and motivated trainees interested in further study. These are optional materials for continued education rather than for task training.

Art and Science of Leadership. Afsaneh Nahavandi. Upper Saddle River, NJ: Prentice Hall.

Computer Numerical Control. John S. Stenerson. Upper Saddle River, NJ: Prentice Hall.

Introduction to Computer Numerical Control. James Valentino. Upper Saddle River, NJ: Prentice Hall.

Tools for Teams: Building Effective Teams in the Workplace. Craig Swenson, ed. Leigh Thompson, Eileen Aranda, Stephen P. Robbins. Boston, MA: Pearson Custom Publishing.

Your Attitude Is Showing. Elwood M. Chapman. Upper Saddle River, NJ: Prentice Hall.

Teaching Time for this Module

An outline for use in developing your lesson plan is presented below. Note that each Roman numeral in the outline equates to one session of instruction. Each session has a suggested time period of 2½ hours. This includes 10 minutes at the beginning of each session for administrative tasks and one 10-minute break during the session. Approximately 7½ hours are suggested to cover *Basic Employability Skills*. You will need to adjust the time required for hands-on activity and testing based on your class size and resources. Because laboratories often correspond to Performance Tasks, the proficiency of the trainees may be noted during these exercises for Performance Testing purposes.

Topic	Planned Time
Session I. Employability Skills, Part One	
A. The Construction Business	_____
B. Critical Thinking Skills	_____
C. Laboratory	_____
Trainees practice solving problems. This laboratory corresponds to Performance Task 2.	
Session II. Employability Skills, Part Two	
A. Computer Skills	_____
B. Laboratory	_____
Trainees practice computer skills. This laboratory corresponds to Performance Task 1.	
C. Relationship Skills	_____
D. Workplace Issues	_____
Session III. Review and Testing	
A. Review	_____
B. Module Examination	_____
1. Trainees must score 70 percent or higher to receive recognition from the NCCER.	
2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.	
C. Performance Testing	_____
1. Trainees must perform each task to the satisfaction of the instructor to receive recognition from NCCER. If applicable, proficiency noted during laboratory exercises can be used to satisfy the Performance Testing requirements.	
2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.	

Module Overview

This module will introduce the concept of materials handling. Trainees will learn how to properly handle materials and move them around the job site, as well as how to choose the appropriate materials-handling equipment, recognize hazards, and follow materials-handling safety procedures.

Prerequisites

Prior to training with this module, it is recommended that the trainee shall have successfully completed the following: *Core Curriculum: Introductory Craft Skills*, Modules 00101-09 through 00108-09. Module 00106-09 is an elective and is not a requirement for completion of this course.

Objectives

Upon completion of this module, the trainee will be able to do the following:

1. Define a load.
2. Establish a pre-task plan prior to moving a load.
3. Use proper materials-handling techniques.
4. Choose appropriate materials-handling equipment for the task.
5. Recognize hazards and follow safety procedures required for materials handling.

Performance Tasks

Under the supervision of the instructor, the trainee should be able to do the following:

1. Demonstrate proper materials-handling techniques.

Materials and Equipment List

Multimedia projector and screen	Material cart
Core Curriculum PowerPoint® Presentation Slides (ISBN 0-13-609080-X)	Hand truck
Desktop or laptop computer	Roller skids
Copies of your local code	Wheelbarrow
Appropriate personal protective equipment	Pipe mule
Materials to be moved, including:	Jack
Pipes	Pallet jack
Pallets	Powered wheelbarrow
Stacks of boxes	Concrete mule
Sheets of plywood	Trade Terms Quiz*
Various objects to be lifted	Module Examinations**
	Performance Profile Sheets**

* Located in the back of the Trainee Guide module

**Available only through the Instructor Resource Center using the access code bound with this book.

Safety Considerations

Ensure that the trainees are equipped with appropriate personal protective equipment. Always work in a clean, well-lit, appropriate work area.

Additional Resources

This module is intended to present thorough resources for task training. The following reference work is suggested for both instructors and motivated trainees interested in further study. This is optional material for continued education rather than for task training.

Make More Money with Construction Machine Control—A How To-Manual for Site-Prep Contractors. First Edition. 2008. TrenchSafety. Little Rock, AK: TrenchSafety.

Teaching Time for this Module

An outline for use in developing your lesson plan is presented below. Note that each Roman numeral in the outline equates to one session of instruction. Each session has a suggested time period of 2½ hours. This includes 10 minutes at the beginning of each session for administrative tasks and one 10-minute break during the session. Approximately 5 hours are suggested to cover *Introduction to Materials Handling*. You will need to adjust the time required for hands-on activity and testing based on your class size and resources. Because laboratories often correspond to Performance Tasks, the proficiency of the trainees may be noted during these exercises for Performance Testing purposes.

Topic	Planned Time
Session I. Materials-Handling Basics, Safety, and Equipment	
A. Materials-Handling Basics	_____
B. Laboratory Trainees practice proper lifting procedures. This laboratory corresponds to Performance Task 1.	_____
C. Materials-Handling Safety	_____
D. Non-Motorized and Motorized Equipment	_____
E. Laboratory Trainees practice using non-motorized and motorized materials-handling equipment. This laboratory corresponds to Performance Task 1.	_____
Session II. Hand Signals; Review and Testing	
A. Hand Signals	_____
B. Review	_____
C. Module Examination	_____
1. Trainees must score 70 percent or higher to receive recognition from the NCCER.	
2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.	
D. Performance Testing	_____
1. Trainees must perform each task to the satisfaction of the instructor to receive recognition from NCCER. If applicable, proficiency noted during laboratory exercises can be used to satisfy the Performance Testing requirements.	
2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.	